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ABSTRACT

The primary purpose of this handbook is to provide the parent coordinator of the parent-powered family resource center with a specific guide for the development of a center. The handbook considers that a family resource center should exist to encourage family-school partnerships and to help strengthen parent-child interaction--it provides a comfortable environment within the school setting where family members can grow with each other and interact positively. In addition to guidance for the parent coordinator, the handbook includes tips for teachers, administrators, and parent/teacher organizations concerning their crucial roles in supporting the development and assimilation of a family resource center into the school community. After an introduction, chapters of the handbook are entitled: (1) Family Resource Center Overview; (2) Developing Partnerships; (3) Organizing the Center; (4) Building the Volunteer Base; (5) Training the Volunteers; (6) Building the Program; and (7) Vision for the Future. Appendixes present a position description for the parent coordinator; a 191-item list of titles and publishers of parent resource materials; and a 14-item list of publishers of parent resource materials. (RS)

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ED 425 475

Family Resource Center Handbook

How to Establish and Manage a Family Resource Center

Jeanne Carfora and Mary Lou O'Rourke

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Notes:

- Family Resource Center is sometimes abbreviated as FRC in the text.
- Parent Coordinator is sometimes abbreviated as PC in the text.
- Exhibits are identified in the upper right-hand corner by their positions at the end of chapters. (Example: Framework sample has Exhibit 1–C in its upper right-hand corner because it can be found at the end of Chapter 1.)
- The purchasers of this manual may use any fliers for their own purposes.

We thank the following people for their contributions to our book: Kay Briski, Catherine Grant, Lynn Wood, Janice Maurer, Linda Belknap, Pam Clutson, Kathryn Richardson, and Patrick O'Rourke.

Introduction

Each child deserves to succeed. Establishing a solid bond between the school and parents through the development of a family resource center (FRC) produces a family/school partnership which can foster a child's academic success. A family resource center strengthens the child by focusing on families and their needs and encouraging parent involvement in the schools. It helps support families by providing a comfortable environment within the school setting where family members can grow with each other and interact positively with the school.

Today's families face many challenges—a fragmented society where grandparents and other extended family members are not always near, the fatiguing necessity for two incomes, or the sometimes overwhelming struggles of the single parent. Babies do not arrive with a complete set of directions attached, and answers to parenting questions are not always easily apparent. Parental feelings of isolation, frayed tempers, and parenting confusion can result; all affect the child in school.

Schools poised to begin the 21st century must rise above the *status quo* and make dynamic efforts towards reform. Research has shown that a key factor to achieving the Goals 2000: Educate America Act is parent involvement in schools and that partnerships between schools and families strengthen the child's academic performance. Schools must, therefore, promote parent involvement. Family Resource Centers create wonderful opportunities to develop partnership attitudes which help the child in school and the child's family.

Providing resources helps to address the needs of today's families. A diverse library emphasizing parenting materials and also offering children's books, games, toys, and videos for family members to share with each other is a cornerstone resource. But resources must also include a directory of community services, free pamphlets and brochures, special parenting workshops and meetings based on specific requests made

by parents and tailored to articulate special needs, and, most important, a dynamic place where parents can talk and share their experiences. That place is the family resource center.

Schools benefit from family resource centers because families can be strengthened here. Children can grow emotionally, socially, and academically through new and varied opportunities. If it is true that "it takes a whole village to raise a child," then how appropriate it is to have family resource centers in schools!

If family resource centers intend to encourage home/school partnerships, how can we integrate these centers into the lives of the school and parents? Our experiences have produced four family resource centers within the School District of Janesville in Janesville, Wisconsin. The four established centers located at Adams, Wilson, Roosevelt, and Washington schools will be mentioned throughout this handbook. Each center is unique, and each has achieved its own measure of success. In this handbook, we will share the steps taken to accomplish the integration of these family resource centers into the school community.

The primary purpose of this handbook is to provide the parent coordinator (PC) of the parent-powered family resource center (FRC) with a specific guide for the development of a center. School administrators, staff, community businesses, service organizations, and other individuals can also use this handbook as a working guide and reference tool for developing family/school partnerships. It is our hope that this framework will strengthen the development of the center as well as provide an awareness of the challenges that may lie ahead.

A family resource center not only focuses on molding positive attitudes between the school and the family but also supports the child and the family's interaction. The center must present a comfortable environment where parents can meet with other parents to find ways to help their children succeed at school and where they will find parenting resources in books, videos, and workshops. A directory of community services, as well as a variety of pamphlets, will be available. In addition to guidance for the parent coordinator, this handbook will include tips for teachers, administrators, and parent/teacher organizations concerning their crucial roles in supporting the development and assimilation of a family resource center into the school community.

It is important to note that the handbook covers many steps in the developmental process; although some steps necessarily happen before opening an FRC, most of the steps happen concurrently. Working on advertising, coordinating a special event, preparing materials, and staffing the FRC can comprise a standard working day. The work is varied but always points toward building a consensus among family, school, and community that will ensure that children are nurtured and strengthened and families are stimulated and supported.

Chapter 1

Family Resource Center Overview

Vision

With all of the challenges facing families, schools, and communities in today's society, a partnership must exist to bond these three essential units. Working together will create the most successful environment for all. The vision of creating a family resource center (FRC) became a reality in our community when parents, school, and community became energized and directed by the concept of team involvement focused on our schoolchildren. Our family resource center's vision is to be a neighborhood center for all families that focuses on providing materials and opportunities to strengthen the child's ability to succeed in school and increases the family's ability to flourish in today's society. This vision statement gave us the direction we needed to work towards positive outcomes for all involved.

The family resource center (FRC) exists to encourage family-school partnerships and to help strengthen parent-child interaction. It is fully integrated into the school community combining the total efforts of staff, PTA, and school families. Business owners who are willing to financially support the individual centers show they believe in reinforcing academics in a child's life and strengthening family communication.

The FRC encourages choice, responsibility, and independence by providing games, toys, videos, books and parent resource information that can be checked out by the families. Our FRCs contain materials for all ages from infants to grandparents.

Goals

The goals we chose for our family resource centers are

1) To provide games, toys, videos, and books that will encourage family communication and enhance a child's learning.

2) To provide a supportive environment at school where parent involvement is encouraged.

3) To provide an opportunity for children to develop independence and responsibility.

4) To provide specific ways in which parents can help their children academically.

5) To provide materials that help parents know where to turn in the community to find specific help.

6) To provide parenting workshops and specific meetings on topics requested by parents and/or teachers.

7) To provide an area where teachers can recommend and/or place suggested materials that will enrich their students' curriculum.

8) To provide an interconnection between the neighborhood school and community businesses that shows their sincere interest in the well-being of children and families.

The FRC was the vision of the Title I Coordinator in Janesville. After the innovative project request to use Title I funds to increase family/school partnerships was submitted, funding was approved for a parent coordinator and initial resources. Subsequently, the authors became a part of the vision. One full-time Parent Liaison who directs Title I supplemental parent involvement activities and one part-time secretary have developed the Title I Family Resource Center as a part of their Title I responsibilities. The base of six hundred Title I students from eight different schools was the starting point. Within three years we have been able to open four centers. Family resource centers were located in neighborhood schools to encourage widespread use. The centers have changed from being available only to Title I families to being a valued resource for the entire school population in four schools. This transition was accomplished by donations from local PTAs, community businesses, and the School District of Janesville.

How do you get started? Who are the key players? What responsibilities do they have that will make the FRC most effective?

Key Players

PLAYER: PARENT COORDINATOR—Vital to connecting the FRC dreams with reality. Coordinates center and communicates well with parents, school staff, PTA, and businesses.

PLAYER: PRINCIPAL—Vital to successful FRC networking with school staff and to developing a comfortable relationship with families and volunteers.

PLAYER: PTA—Strong school and family resource. Its active support of FRC emphasizes the center's dedication to children and families.

PLAYER: TEACHERS—Essential in encouraging their students and parents to use center for academic reasons and for pleasure.

PLAYER: VOLUNTEERS—Critical to the smooth running of the center. Dependable, responsible. Provide warm, welcoming atmosphere.

PLAYER: COMMUNITY BUSINESSES—Influential in linking community with school, providing financial support, and encouraging strong work ethic.

PLAYER: FAMILIES—Central to the purpose of the FRC. Willing to make suggestions, volunteer time, use the FRC.

As the centers develop within your school district, corresponding needs to address FRC policy issues and to coordinate activities within the district may arise. If your district is large, it is advisable to have a district-wide FRC Coordinator, certainly another key player, who will strengthen the FRC concept and encourage the sharing of ideas and successes with all centers.

Once these key players are committed, the family resource center is ready to become an integral part of the school community. *We cannot stress enough how vital it is to have the principal, teachers, and PTA on board before you ask for your first donation.* Their energy level and commitment to and support of the partnership between families, school, and community are extremely important to the success of the center. See Exhibit 1–A on page 13 for Overview of Responsibilities.

Framework

When your key players are committed, we recommend that you form an FRC Communication Committee and an FRC Action Committee within your school. The FRC Communication Committee channels the teachers' input directly into the FRC; however, this committee should not discourage the wellspring of ideas coming from the FRC Action Committee. These committees strengthen communication and ownership among your players. Creating an awareness that something important is happening ignites interest and enthusiasm at school and within the families. It's fun to be a part of this idea as it grows!

The organizational chart for the FRC Communication Committee, the FRC Action Committee, and the Volunteer Committees is shown in Exhibit 1-B on page 15.

We recommend the following framework for the FRC Communication Committee which *meets quarterly.*

Purpose:

1) To encourage parent/teacher/business communication;

2) To gather information concerning

   a) school events so that the FRC will be an integral part of them,
   b) curriculum focus for the individual grades so that the FRC can purchase and display materials that reinforce current themes,
   c) ways business could interconnect with school and schools can connect with business; and

3) To react to the needs of the students and families of the school by suggesting valuable workshops and meeting topics.

We also recommend an FRC Action Committee which *meets monthly*.

Purpose:

1) To design and accomplish creative ways to encourage families to become a part of the FRC,

2) To plan specific ways to follow up on events and curriculum suggestions from the Communication Committee, and

3) To react to the needs of the students and families of the school by suggesting valuable workshops and meeting topics.

The principal's attendance at these action meetings strengthens the family/school partnership. We know the principal's time is limited; therefore, his presence at the FRC Action Committee is optional *but valued.* Volunteers are encouraged when they sense the principal's interest in the FRC. The Parent Coordinator, however, chairs the FRC Action Committee and is responsible for informing the principal of its decisions if he or she is not present.

To complete the framework for the FRC, we recommend the following individual committees which need to be filled by volunteers. The Parent Coordinator *meets individually and informally* with these committees:

1) Staffing

2) Materials Preparation (creating inventory data, processing new materials)

3) Phoning (scheduling volunteers to work & calling to retrieve overdue materials)

4) Overdue Materials Preparation (synchronizing overdue information)

5) Decorating (creating welcoming environment in FRC—bulletin boards, etc.)

6) Advertising (designing signs and fliers)

7) Newsletter Liaison (writing news articles for school newsletter)

8) Monthly Drawing Coordinator—Optional

The need to staff the FRC with caring, supportive volunteers is one of the most important ingredients that will create success for the FRC. First invite parents of the children who attend the school. Then focus on retired citizens and other interested adults. Together they will form a strong corps of individuals which has the children's best interests at heart.

Initial Budget

Our initial start-up budget from the Title I grant totalled $7800. It was divided into two categories:

Capital: $2000. This amount can purchase some of the capital items: a TV, VCR, stand, and/or computer. Remaining capital items and other needed materials such as cabinets and bookshelves were donated by the school district. When approached, businesses will sometimes be willing to supply a computer.

Supplies: $5800. Included in this amount were parent resource materials (parent/child magazines, parenting videos, books, and tapes) which form the nucleus of the center's library as well as children's books, games, toys, and videos. Supplemental materials and ways to increase the center's offerings will be discussed in Chapter 6.

Yearly Budget

Each yearly budget reflects an update of the supplies needed for an established FRC. See Exhibit 1–C on page 16 for this budget. This estimate is based on the possible addition of 1500 items per site. Yearly budget monies should be used to furnish basic supplies and purchase materials that build the parent section with up-to-date books and videos addressing parenting issues. Other materials are gained through new donations from the community businesses as well as new and used—but in good condition—games, toys, and books from individual families.

This FRC overview offers a specific vision statement, goals, ownership of responsibility, a strong organizational framework that allows open communication between all participants, and budget information for beginning and established FRCs. *There is much to do before your doors open.* Sharing the vision and creating ownership by all involved will create a wonderfully successful center that will encourage cooperation between parents, school, and community.

Overview of Responsibilities

These lists give a quick check of job assignments and show the networking that must occur to make the FRC a success. Ownership of these responsibilities by each person involved creates a strong united center!

Parent Coordinator

- Talks with families, principal, staff, PTA, & businesses
- Requests donations from families & businesses
- Recruits volunteers
- Trains volunteers
- Oversees volunteer committees such as
  - A. staffing
  - B. materials preparation
  - C. phoning
  - D. overdue materials preparation
  - E. decorating
  - F. advertising
  - G. newsletter liaison
  - H. monthly drawings (optional)
- Coordinates with teacher the class visits to FRC at beginning of year
- Co-chairs FRC Communication Committee
- Chairs FRC Action Committee
- Schedules FRC with PTA events
- Schedules FRC with school events
- Prepares quarterly report for principal
- Prepares budget requests for PTA/principal
- Welcomes new parents throughout year
- Knows or is willing to learn computer skills

Principal

- Promotes value & awareness of FRC to teachers & families
- Becomes knowledgeable of FRC materials
- Introduces FRC at school functions
- Encourages class visits to FRC at beginning of year
- Provides FRC with yearly schedule of school events
- Provides lists:
  - A. **staff list** which includes
    - 1) teachers' first & last names (include titles)
    - 2) grades & special areas
  - B. **class list** which includes
    - 1) child's name, grade & teacher
    - 2) parents' names, phone & address
- Advocates for FRC in newsletter
- Recommends volunteers
- Budgets monies for FRC

Teachers

- Promote family awareness of FRC
- Are aware of FRC materials
- Schedule class for FRC visit
- Request specific items from FRC
- Recommend volunteers
- Recommend homework materials
- Are active participants in the retrieval of overdue materials
- Submit specific requests to be ordered

Volunteers

- Staff FRCs during regular hours & special events
- Prepare materials
- Phones; schedules
- Design advertisements
- Decorate
- Write monthly school newsletter article
- Check materials in and out
- Prepare overdue lists
- Contribute computer skills

PTA

- Requests volunteers in September
- Provides FRC with PTA schedule of events
- Promotes awareness of FRC via newsletter
- Encourages participation by PTA members & other school families in FRC events
- Requests donations
- Budgets monies
- Advertises FRC's presence at PTA functions
- Works together with FRC to provide parent-requested programs

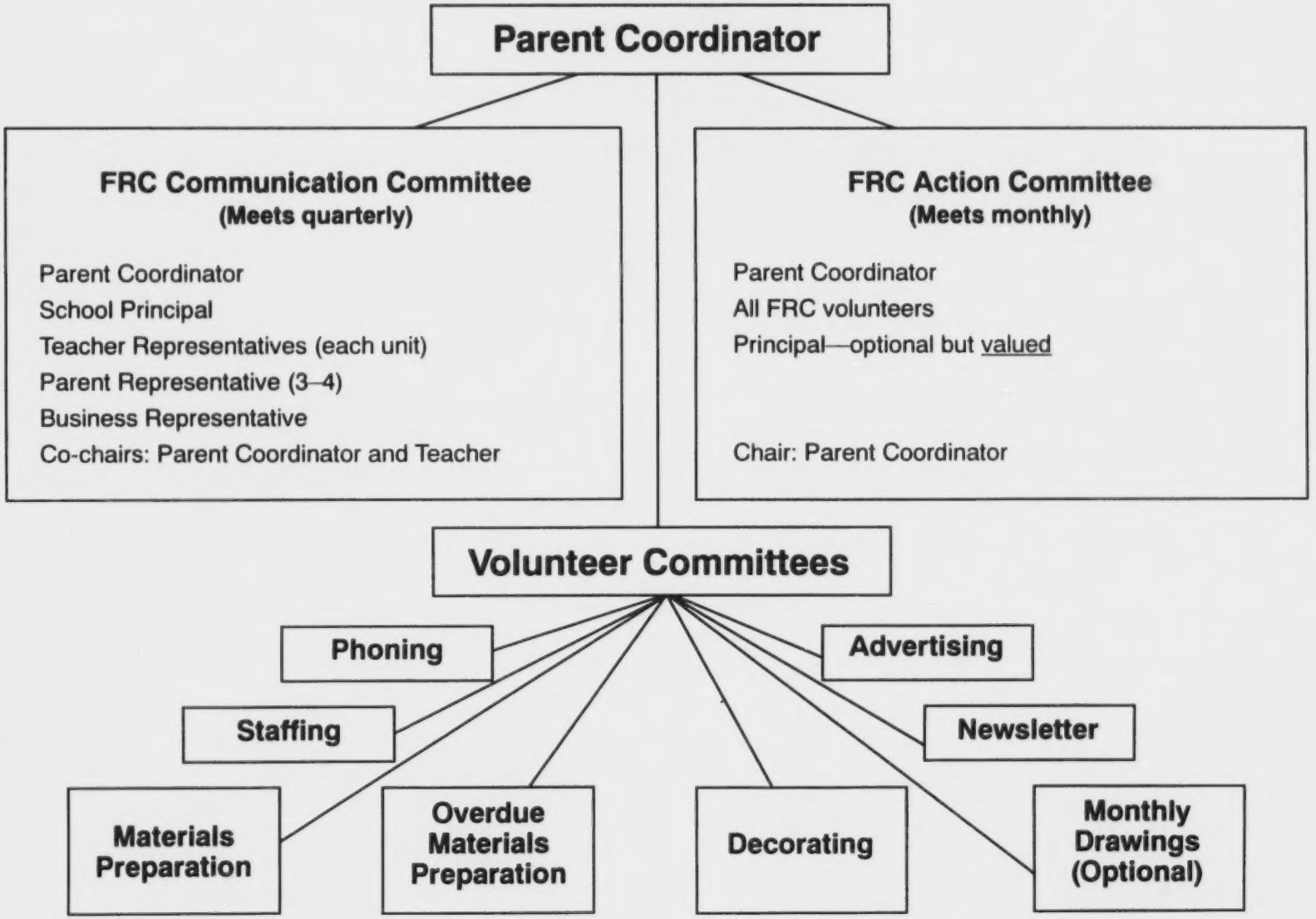
Businesses

- Provide financial support
- Promote FRC concept to employees & community
- Encourage schools to develop a strong work ethic for future workers
- Participate in FRC Communication Committee (optional)
- Interact creatively with FRC of sponsored school

FRC Coordinator

- Responds to schools' request for FRC implementation
- Works with school to hire Parent Coordinator
- Oversees FRC program development
  - A. Meets monthly with individual PCs
  - B. Meets quarterly with all PCs together
- Coordinates business & community service organizations' contacts

Family Resource Center Framework



Yearly Budget for an Established FRC

(This sample budget was prepared for 1996.)

Basic Materials

Quantity	Item Description	Unit Price	Total
3 boxes	pockets (500 per box)	8.69	26.07
15 packages	cards (100 per package)	1.09	16.35
1 gallon	rubber cement	25.00	25.00
120	plastic bags w/handles		
	30 size 4	00.46	13.80
	60 size 7	00.60	36.00
	30 size 10	00.99	29.70
10	boxes Ziploc-type plastic bags 2 gallon size (12 per box)	2.49	24.90
6	boxes Ziploc-type plastic bags 1 gallon size (20 per box)	2.38	14.28
5	rolls of mending tape	6.50	32.50
—	pencils/pens/Scotch tape	—	25.00
30	video containers w/wrap-around labels	1.50	45.00
	MONTHLY INCENTIVES		
9 months	small premium items for monthly drawing	10.00	90.00
	NEW MATERIALS		
—	Parent information items Games, toys, videos, books, subscriptions		520.00
—	**REFRESHMENTS**		
	Cups, napkins, punch, food (e.g.: donuts, cookies)		100.00
		TOTAL	**$1,000.00**

Chapter 2

Developing Partnerships

Laying the Foundation

There is a need for families and schools to interact with each other. Schools are realizing the extremely important role parents play in their child's educational success. This partnership between school and families can become a reality via the Family Resource Center.

What is the value of the FRC to the entire school and to its families? The center can

1) provide a welcoming environment for families that creates positive communication opportunities and develops a strong bond of trust.

2) provide a neighborhood location where parents feel needed, appreciated, and supported.

3) provide educational and/or entertaining books, toys, games, videos for children and their families.

4) provide specific materials (books, games, videos) as homework aids for parents as they work with their children.

5) provide materials to strengthen parenting skills—pamphlets, books, videos; parenting workshops; and requested meetings on such topics as Attention Deficit Hyperactivity Disorder, helping the child/family deal with anger, or normal development of the child.

With these opportunities in mind, how does the dream of an FRC become a reality? Whether the FRC is the vision of the principal, the teachers, the PTA, or an individual family, initially talk with others concerning the formation of an FRC within the school. Work together and form a team of those who share this vision. The dream will be most successful if it comes from a broad base of ownership.

As a team with a shared vision, work with the appropriate administrative contacts within the school district. If necessary, approach community businesses, service organizations, and churches to investigate possibilities for funding the FRC. Again, share the vision.

Once the school district has given its approval and the funding for supplies and basic inventory has been procured, a corps of committed volunteers headed by a Parent Coordinator can begin to develop the center. Committed volunteers are powerful resources for a fledgling program. However, the details of managing the center are numerous. We recommend that, at least, a part-time Parent Coordinator be hired as soon as possible in the process.

Based on the expectations and the responsibilities of this job, a full-time Parent Coordinator is preferred. Salary should reflect the school district's current salary schedule. The qualifications needed to fill this position include strong interactive skills. Look for someone who

- communicates well verbally & in writing with parents, staff, PTA, and the community.
- sells vision and can motivate families and volunteers.
- works well with a variety of personalities.

The Parent Coordinator will need strong coordinating skills to

- plan events that encourage families to become an active part of the FRC.
- chair meetings: FRC Communication Committee, FRC Action Committee and FRC volunteer committees.
- schedule volunteers.

Strong computer skills or willingness to learn them are highly recommended.

Additionally, a person who is a parent of a child attending the school where the FRC is located and who holds either a high school diploma or a GED is preferred. Appendix A contains the School District of Janesville's job description posting, which further identifies performance requirements.

Now that the PC has been hired, interest and enthusiasm begin to surround the center. Let the partnerships begin!

Principal/Parent Coordinator Partnership

Note to Principals:

In many school districts the principal is searching for ways to encourage parents to feel comfortable within the school setting. The FRC presents one

answer to this challenge. By using your strong leadership skills, both with staff and families, you can guide the FRC on its way to success. You must have a strong vision of the possibilities of what the FRC can realistically do within your school community now and in the future. By actively speaking out concerning the many opportunities the FRC holds, you can strongly influence the attitude of your school community.

Creating an awareness of the FRC and its value is a golden opportunity for you to show the importance of parent involvement in your school. The following checklist contains specific suggestions that develop staff and family awareness and emphasize the FRC!

Principal's Checklist:

- ❑ Work together with your Parent Coordinator to develop open communication. Be sure you both have a clear understanding of the vision and goals for the Family Resource Center.
- ❑ Find an appropriate location for the FRC to be housed. It should be convenient and comfortable.
- ❑ Explain FRC/school partnership to your secretary. Let her know that the Parent Coordinator will need her help to type and copy fliers until a volunteer is trained for this job.
- ❑ Attend the FRC Communication Committee meetings and encourage one teacher per unit to participate.
- ❑ With the Parent Coordinator's help, discuss information about the FRC's materials and progress during a staff inservice. Many teachers want to communicate more effectively with parents but do not always know how to proceed. Use the FRC as a common ground, for it provides a great family-oriented base.
- ❑ In September provide the FRC with an updated class list, a staff list, and the school calendar. All of these are extremely important for the smooth running of the FRC.
- ❑ Recommend that individual classes include an FRC orientation similar to the library orientation at the beginning of the year.
- ❑ Each month via department meetings, briefly update the staff on the progress of the center. Provide opportunities for the sharing of new ideas focusing on parent interaction.
- ❑ Include an FRC page written by the PC or the FRC newsletter liaison in the school's newsletter. And it is also vital for you to share briefly the value of the center in *your* newsletter article to the parents.

- ❑ On the night of the Open House, be sure to invite parents to visit the FRC. Introduce the Parent Coordinator to your families, and help begin the formation of that FRC bond. Develop an awareness of the FRC early in the year so that families may use the center as soon as possible.
- ❑ Tell all new families who move into the district after the September orientation about the FRC. It is an ideal place for newcomers to volunteer and to feel supported during this transitional period. Ask your secretary to provide the names, phone numbers, and addresses of these new families as soon as possible so that the PC may also welcome them.
- ❑ During special school events, make the FRC a natural part of your invitation to the parents so they are aware that, every time school is open to parents, the FRC is available.
- ❑ During kindergarten registration, introduce the PC and ask her to tell about the FRC; include a stop at the FRC in your tour.
- ❑ Realize that the PC will submit an FRC proposal for inclusion in the school's yearly budget.
- ❑ Show your appreciation to the volunteers for their time commitment.

If the FRC is to be valuable, parents and staff must know about it. The principal must have a strong role in developing this awareness.

Note to Parent Coordinator:

It is essential that you and the principal work well together. Your teamwork, coupled with enthusiasm and direction, will make things happen for the entire school community. The role you both play cannot be underestimated. Interact effectively with the principal.

Parent Coordinator's Checklist:

- ❑ Discuss FRC vision and goals, and be sure you both share a clear understanding. State your needs and preferences for the location of the FRC. Express your need for office staff's cooperation. This communication is critical.
- ❑ Work with the principal to develop FRC awareness during inservice and department meetings. Provide teachers with information on FRC-housed materials that can boost their students' classroom performance.
- ❑ Introduce FRC at Open House, kindergarten orientation, and other requested times. Talk with these parents about the FRC, and show them its location. Tell them about the variety of materials the center has to offer. By stressing the parenting section, you will give them a feeling that someone cares and that there is a neighborhood location to turn to for possible answers.

- ❑ Be present at all school-sponsored events and schedule staffing of the FRC during those times.
- ❑ Provide a quarterly update of the numbers and specific families who are using the center. See Exhibit 3–G on page 49 for Families/Volunteer Sheet feedback. Share this information with the staff. Also share new parent involvement ideas.
- ❑ Provide article for monthly newsletter (may be written by volunteer newsletter liaison).
- ❑ Present budget requests to principal if funding comes from school.
- ❑ Welcome new families to the FRC. Invite them to visit and volunteer.

These major responsibilities of the PC develop the awareness needed for the school/family partnership. *You and the principal must be a team!*

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Teacher/Parent Coordinator Partnership

The FRC vision and direction need to be shared with the teachers as early as possible. The development of a complete awareness within the school staff must be focused and accurate. All staff, including the principal, teachers, aides, secretary, and custodians, need to be on board. Creating a welcoming environment for the parents is vital to the FRC's success. Once the staff realizes what the center can do academically as well as emotionally and socially for their students, the support will be there.

Note to Teachers:

Teachers, your enthusiasm and positive support will invigorate the FRC. You value parents and know the Family Resource Center has tremendous potential. You are the important link between the FRC, your students, and their families. What steps can you take to help integrate the FRC into the life of your school?

Teachers' Checklist:

- ❑ Share your dream with your students. Be as specific as you can when you describe the value of the FRC for their entire family. Invite students and parents to use the FRC. Ask them for voluntary donations, such as "outgrown" books, toys, games, videos.
- ❑ Introduce your class to the contents of the FRC in September. Show your students the FRC's location, and introduce them to the Parent Coordinator, who will inform them of the specific hours the FRC is open, its check-out limits, and the proper care of items.

- ❑ Elicit specific suggestions for materials your students would like to see added to the FRC.
- ❑ Recommend names of parents who might be willing to help at the FRC. See Exhibit 2–A on page 29 for Teacher Recommendation Sheet.
- ❑ If you are a fourth or fifth grade teacher, ask for 2–3 student volunteers who are interested in helping in the FRC. Since they will be working closely with an adult, consider students who could benefit from this type of adult/child interaction. See Exhibit 2–B on page 30 for FRC Helper Application Form.
- ❑ During Open House, parent-teacher conferences, and at other times throughout the year when you meet with parents, accentuate the value of the FRC. Invite them to get actively involved. *Expect* parents to interact with the FRC.
- ❑ For those students who need some academic help, fill out a form requesting specific help from the FRC. See Exhibit 2–C on page 31 for Teacher/Parent Team Form. Invite the parents to check out FRC materials which can help the student. Be sure the parents know the FRC location so they can follow up immediately on this opportunity.
- ❑ Interconnect the FRC with special school events that occur throughout the year. Let the parents know that the FRC is always open in conjunction with evening events.
- ❑ Disseminate FRC fliers, and retrieve responses when necessary.
- ❑ Help the FRC retrieve overdue materials by handing out notes prepared by the FRC volunteers, and remind students of their responsibility. See Exhibit 3–E on page 47 for Overdue Notice.
- ❑ Submit specific requests for items that will strengthen your curriculum goals. These requests reinforce the homework materials that the FRC makes available for the parents as well as providing items that are beneficial to your teaching.
- ❑ Be willing to share your enthusiasm by volunteering to be a part of the FRC Communication Committee. (One representative from each department is requested.)

Your active support of the FRC is invaluable. Your enthusiasm and vision are powerful tools in its development!

Note to Parent Coordinator:

You must be sensitive to the fact that teachers' schedules are packed. Your flexibility and understanding are vital in working with the teachers.

Parent Coordinator's Checklist:

- ❑ Let teachers know that the FRC opportunity will require *no more of a time commitment* from their hectic schedules than the school library. Teachers will not be

expected to work at the FRC unless they would like to use this avenue to reach parents.

- ❑ Plan to co-chair the FRC Communication Committee. Ask one of the teacher representatives to co-chair with you.
- ❑ Prepare an Information for Teachers Sheet in September to inform teachers of the FRC hours and procedures. See Exhibit 2–D on pages 32–33.
- ❑ Work with the classroom teachers to schedule their beginning-of-the-year orientation visit to the FRC. Welcome classes, discuss guidelines, and be prepared to hand out the FRC Guidelines and Parent Approval Sheets to the students. These completed forms will be returned to the homeroom teacher and then sent to you. See Exhibits 3–B, C on pages 44–45.
- ❑ Request student helpers from 4th and 5th grade, and inform teachers of the student's scheduled time—before and after school. Teachers will send home an FRC Helper Application Form asking for parent approval of the specific work schedule. See Exhibit 2–B on page 30.
- ❑ Be knowledgeable about the materials that focus on specific academic issues. Help teachers become aware of these materials so that they may request specific items for parents who are working with their child on academic challenges. See Exhibit 2–C on page 31 for the Teacher/Parent Team Sheet. Inform teachers and volunteers of the location of these materials.
- ❑ In the teachers' lounge, along with a display of specific new items, post this sign, "Teachers, Here's What's New at the FRC." Do this often because it is an easy way to keep teachers updated! See Exhibit 2–E on page 34.
- ❑ Be present at all school-sponsored events. Have the center open and staffed for these events.
- ❑ Provide Teacher Recommendation Sheets each semester.
  a) Teachers will share names of parents who might be willing to donate time to the center; *you will then contact these parents.* Be sure to invite a variety of parents so that all will feel welcome.
  b) Ask for suggested materials and FRC improvements. See Exhibit 2–A on page 29. Act upon these responses immediately.
- ❑ Provide a list of students' names with their specific overdue materials for the homeroom teachers to help retrieve these materials. See Exhibit 3–D on page 46.
- ❑ Send overdue notices to the students via the homeroom teacher. These notes are filled out by an FRC volunteer and placed in the teachers' mailboxes. See Exhibit 3–E on page 47.

- ❑ Know your budget. Accept specific requests from students and teachers and respond accordingly.

Teaming up with the individual classroom teachers provides a winning combination. By supporting each other, they will provide another avenue of success for students and their families.

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PTA/Parent Coordinator Partnership

Note to the PTA:

The PTA and the FRC share a common goal—creating stronger families and schools. The bond uniting these two organizations is a natural one. Your thorough understanding of the purpose of the FRC is vital so that all neighborhood families are aware of the center and use it for their greatest benefit.

What steps can you as the PTA Board take to help integrate the center into the life of your school? Check the following opportunities for interacting with the FRC.

PTA's Checklist:

- ❑ Take advantage of your PTA meetings to share the vision of the FRC with your parents and keep them up to date on its progress. The Parent Coordinator will be helpful here.
- ❑ Encourage families to donate "outgrown" games, books, toys, and videos. (One of our centers sponsored a successful school-wide rummage sale for the FRC. Work with the PC on this.)
- ❑ When sending out the beginning-of-the-year PTA Volunteer Sheet, be sure to include the FRC. Letting parents know the time commitment and job description concerning their participation in the FRC makes them more willing to be a part of this venture. See Exhibit 2–F on page 48. Transfer this information to the PC as soon as possible.
- ❑ As you advertise PTA activities, always include FRC hours that will coincide with the events. This gives credence to the newly formed FRC while it reaches into all the homes without one more piece of paper for the parents to receive. Keep the FRC concept in the forefront of your parents' lives.
- ❑ Recommend workshops and topic ideas so that *with the FRC* you can meet the needs of the neighborhood.

- ❑ Use the FRC as a storehouse for the excellent brochures, videos, and books that come from the national PTA. Provide the FRC with a catalog so that the PC can honor parents' requests.
- ❑ Budget monies to purchase national PTA materials or other parenting materials that you would like to have available in the FRC. Using funds available through the PTA and the FRC, work with the Parent Coordinator. Financial support and teamwork will greatly benefit many families within your school.

Note to Parent Coordinator:

Opportunities are limitless as the PTA and you work together to create the most successful environment for families. Your goal will be connecting, understanding, supporting, and appreciating families; therefore, working with the PTA is a natural.

Parent Coordinator's Checklist:

- ❑ Become the FRC/PTA Liaison and keep the PTA updated on new materials. Keep lines of communication open.
- ❑ Gather information from the PTA Volunteer Sheet. Follow up by calling and scheduling volunteers. See Exhibit 2–F on page 35.
- ❑ Inform the PTA of the FRC hours. This information should be included in PTA fliers throughout the year.
- ❑ Connect with all PTA meetings and events, and provide FRC open hours and staffing for these events.
- ❑ Work with the PTA to organize a materials drive among school families as a way of increasing items for the center.
- ❑ Preview PTA catalog of materials for specific parent-requested materials, and work together for combined ordering. Hopefully, funds will be provided by both groups.
- ❑ Act upon workshop and topic ideas suggested by the PTA. Work together to provide these opportunities.

By developing partnerships within the school community (principal, staff, and PTA), the Family Resource Center will possess a solid base. We will make a difference!

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Families/Parent Coordinator Partnership

Note to the Parent Coordinator:

Partnerships between the principal, staff, PC, and PTA have been formed, and specific roles have been clarified. Enthusiasm and direction are high. Empowering families is your goal. How do you invite the families to become actively involved in the FRC?

Parent Coordinator's Checklist:

- ❑ Design the Initial Information Sheet that will be sent home via the monthly newsletter or under separate cover informing the parents of the FRC concept. See Exhibit 2–G on page 36.
- ❑ Design an FRC Survey Sheet that 1) requests information from parents concerning which hours would be best for the FRC to be open and 2) provides an opportunity for volunteers to sign up. See Exhibit 2–H on page 37.
- ❑ Design and send out a second Volunteer Opportunities Sheet during the year giving new families another chance to volunteer. See Exhibit 2–I on page 38.
- ❑ Provide FRC hours before and after school if possible. Parents who drop off their children at the school's Breakfast Club or YWCA's Basic Childcare Program (available before and after school) may appreciate these nontraditional hours.
- ❑ Use volunteer help to place FRC advertisements in the most frequented locations (laundromats, grocery stores, dental and physicians' offices). See Exhibits 6–B, F, G on pages 88, 92–93.
- ❑ Ask families to staff the FRC thereby encouraging family interaction and support of the center.
- ❑ Inform parents via the school newsletter, local newspaper, and TV channel of the hours, location, available materials, special workshops, and parent-requested programs. See Exhibits 6–A to F on pages 87–92.
- ❑ Optional—Offer a monthly drawing to encourage parent and child participation at the FRC. Prizes are donated by businesses or purchased via Scholastic Books, local stores. See Exhibits 3–H, I on pages 50–51.
- ❑ Encourage word-of-mouth praise by parents who have realized the value of the FRC! They are your best cheerleaders!

There are numerous ways in which you can relate to families. These are only a few suggestions. The warm, welcoming environment you provide makes the greatest difference as you encourage all neighborhood families to become a part of this new venture—this partnership between families and school.

The PC coordinates the partnerships mentioned in this chapter to aid in the FRC's development. As this teamwork progresses, the PC will organize three specific committees: the FRC Communication Committee, the FRC Action Committee, and the volunteer committees. See Chapter 1, pages 9–11. These committees form a foundation focusing on communication and strengthening the family/school partnership.

TEACHER RECOMMENDATIONS for FRC

Parent Volunteers you'd like to suggest—

1) Parent's Name _____

Phone _____

Child's Name _____

Grade & Homeroom Teacher _____

2) Parent's Name _____

Phone _____

Child's Name _____

Grade & Homeroom Teacher _____

Items you would like to see added to the FRC: _____

_____

_____

Suggestions (changes/improvements) for the FRC: _____

_____

_____

Name _____

Return to _____, **School;** _____
(PC's name)

or call _____.

Helper Application Form for the Family Resource Center

Student Name _____

Address _____

Zip _____

Phone _____

Grade _____

Homeroom Teacher _____

Why would you like to be a helper? _____

_____

_____

FRC helpers will be expected to be courteous and helpful with FRC volunteers, teachers, and other students. They will be expected to perform duties such as shelving items, straightening shelves, general housekeeping, and helping with bulletin boards. FRC helpers are expected to have all their class work up to date. There will be teams of workers. The teams will work alternate weeks. When the student's team is working, they will come to the FRC. There will always be an adult volunteer present.

With your child, please mark the times she/he would be available to help—

- ❑ ***7:55 AM - 8:15 AM (before school)***
- ❑ ***3:05 PM - 3:30 PM (after school)***
- ❑ ***6:00 PM - 7:00 PM (evening)***

Parent Signature

I have read the above and approve of my child's working in the FRC.

_____
Parent/Guardian

_____
Date

Teacher Signature

I have read the above and approve of my student's working in the FRC.

_____
Teacher

_____
Date

Teacher/Parent Team

FRC Partnership

*Please look for materials that will help*_____

with _____.

_____

Teacher's Name/Grade

_____

Date

To be filled out by teacher and taken to FRC by parent.

FRC volunteer will cut on dotted line and file in FRC.

- - - -

Look what's NEW in your school!

FAMILY RESOURCE CENTER

★ **You are invited** to stop by and see what is available for families at your FRC.

Toys/Games/Books/Videos/Magazines
Parent Resource Materials

★ **Hours for your school**

Adams	Wilson	Washington
T: 11:15–12:30 PM 2:30–5:30 PM F: 7:45–8:30 PM	T: 10:00 AM–5:30 PM	M-F: 8:00–10:30 AM Th: 8:00 AM–6:00 PM
	Roosevelt T: 11:00 AM–3:30 PM	

★ **Your Part**

Your enthusiasm for the Family Resource Center is **vital** to its success. Please encourage parents and kids to use it! Check with IMC or FRC for complete print out of materials available.

over

★ Teacher Recommendations Sheet

Please send us names of parents you would like to involve in the workings of the FRC. Include parent's name, phone, child's name, grade, homeroom teacher, school. Send to (PC's name), or call _____. We'd also appreciate any suggestions concerning new ideas and improvements, too.

★ FRC Return Policy

Items are checked out for 2 weeks. Students may return items to:

1) the FRC (basket is located outside FRC door);
2) their homeroom class; or
3) the school office.

★ Getting to Know You Visits

We'd love to help you plan an FRC visit!

- Field trip for your class
- Donuts for Dads
- Muffins for Moms
- Pizza lunch with parent/grandparent
- Etc.

Just let us know!

★ **Yes, we welcome donations** (of new/used toys, books, games, videos for children, parent resource information.) Since we want to reach the entire family, we offer materials for grandparents and even infants.

★ **Thank you** so much for your support. Parent involvement in their child's education makes a great difference. The Family Resource Center is a major way we can help tie the family, community, and school together.

TEACHERS

Here's what's NEW at the

FAMILY RESOURCE CENTER

You can check them out from the FRC!

Teachers' Lounge Sign

Exhibit 2–E

Exhibit 2–F

VOLUNTEERS

Washington PTA would like to offer parents, grandparents, aunts, uncles, and friends a variety of ways to become involved in your child's education.

We would appreciate whatever amount of time you can give.

PLEASE CONSIDER ASSISTING IN ONE OR MORE OF THE FOLLOWING:

_____ Oktoberfest: Thursday, Oct. 17. Help organize, sell tickets, bake food items, etc.

_____ Fundraiser: Starts early Oct. Assist with sending information home, count money, and distribute items.

_____ Book Fair: Help IMC (school library) Directors staff the Book Fair during parent-teacher conferences.

_____ IMC (library) Helpers: Help with shelving books, filing, bulletin boards, and special events.

_____ Baking: Prepare baked goods for bake sales, cake walks, special functions.

_____ Room Parents: Be the contact person for your child's room; organize special occasion parties.

_____ Teacher Appreciation Week: Help coordinate activities and help with acknowledging school staff. First week in May.

_____ Art Fair: Help put up student artwork for the annual art fair.

_____ Ice Cream Social: Help organize and coordinate work shifts.

_____ Nominating Committee: Seek out and nominate board members for 1997-1998 school year

_____ Yearbook: help with yearbook organization, etc.

_____ WASHINGTON SCHOOL MUSICAL: April 1997. Costumes, set design and construction, rehearsals, set-up and take-down.

_____ Beautification Committee: Work with staff in helping to keep Washington School beautiful. (seeking CHAIRPERSON)

_____ Popcorn: Help pop, bag, and deliver popcorn to classrooms—usually on Fridays: 8–10 AM ___; 10–12 ___; 12 noon-done ____. (Seeking CHAIRPERSON)

_____ Bulletin Boards: Ideas and set-up of PTA bulletin boards.

_____ FINE ARTS COMMITTEE: Select and coordinate "Cultural Arts" programs for performances at Washington School.

_____ REFLECTIONS COMMITTEE: Work with chairperson to encourage students and coordinate Washington entries.

FAMILY RESOURCE CENTER

FAMILY RESOURCE CENTER is a center filled with toys, games, videos, books, and parent resource information which your family can check out.

Volunteers are needed to help children and parents check out materials and to help prepare new items at the center. Volunteers at home could help by scheduling volunteers and phoning.

Volunteer time: 2–4 hours per month.

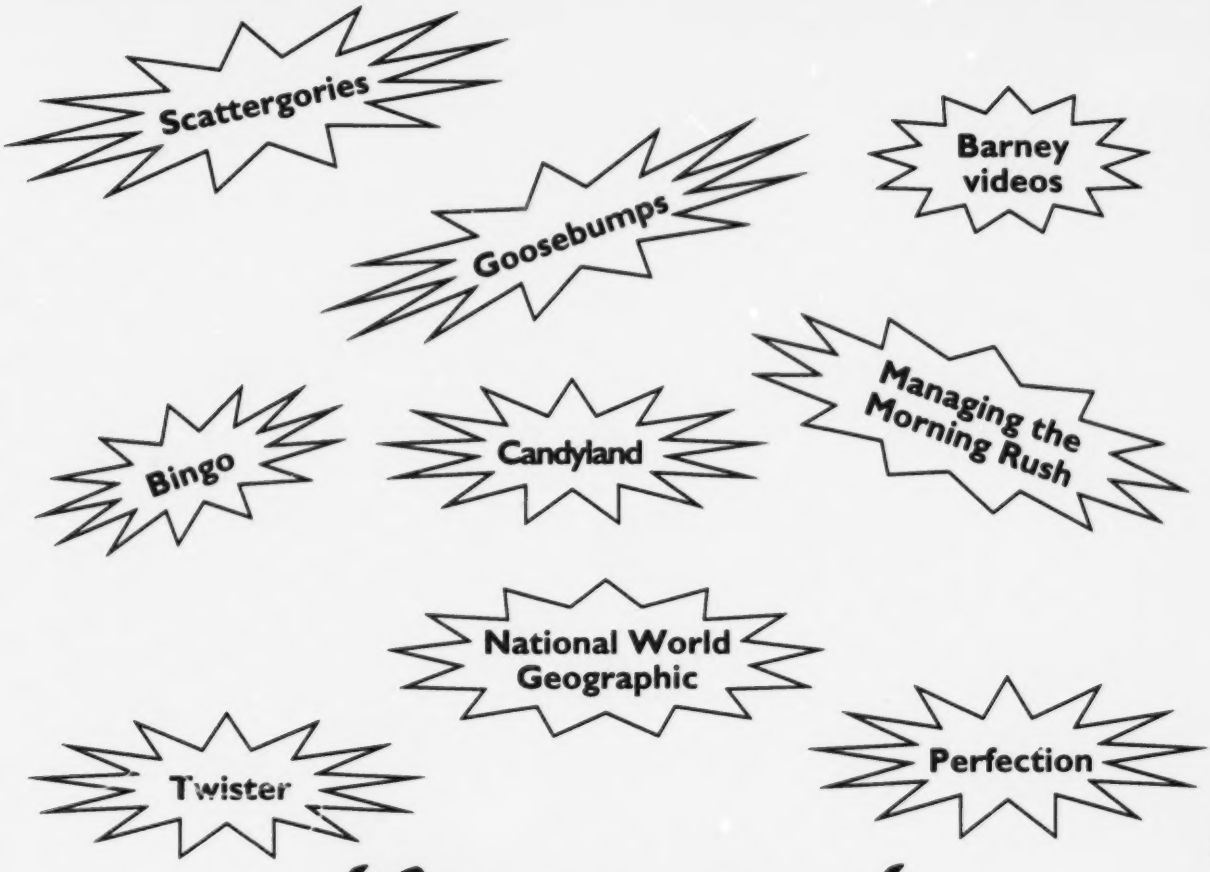
If interested, please list your name and the day(s) and time(s) you would be available below. Thank you.

Name:_____

Day(s):_____

Time(s):_____

THANK YOU!
WASHINGTON PTA



✓ Opening soon ✓

Roosevelt Family Resource Center

Roosevelt Elementary
316 S. Ringold
758-6321

GAMES, TOYS, BOOKS, VIDEOS,

PARENT INFORMATION FOR THE ENTIRE FAMILY

-Watch for hours-

WASHINGTON FAMILY RESOURCE CENTER

758-6285

The Washington Family Resource Center is a great place for your whole family to check out

TOYS. . . . . GAMES. . . . . BOOKS. . . . . CHILDREN'S VIDEOS. . . . PARENT INFORMATION.

We invite <u>you</u> to be a part of our school Family Resource Center.

• • • • • • • • • • •

1) Please write in the best times for the Resource Center to be open.

❑ Monday _____ ❑ Tuesday _____

❑ Wednesday _____ ❑ Thursday _____

❑ Friday _____ ❑ Saturday _____

2) Please check how you would like to volunteer.

❑ I'd like to help (2-4 hours per month or more)

❑ morning ❑ afternoon ❑ evening

❑ **Getting materials ready** ❑ **Helping check out materials**

Parent's Name _____

Phone _____

Child's Name & Grade/Teacher _____

Check and <u>return to your child's homeroom teacher</u> by Wednesday.

WASHINGTON FAMILY RESOURCE CENTER

HOURS: Mondays–Fridays 8:00 AM–10:30 AM
Thursdays 8:00 AM–5:00 PM

Parent Resource Materials • Videos • Toys • Games

Magazines • Books & Tapes • Children's Books

Let's be a TEAM!

Can you help us?

Time: 2-4 hours per month

- ❑ Help prepare materials
- ❑ Help parents & students check out materials

Parent's Name _____

Child's Name/Grade/Teacher _____

Phone _____

Please return this form to your homeroom teacher. Thank you!

Chapter 3

Organizing the Center

Physical Set-Up

The principal will determine a location for the FRC. Janesville has located its centers in various areas: a locker room, a hallway, a basement classroom, and an old art room. The principal will also, hopefully, donate from his building or the district unused furniture such as cabinets, bookcases, a desk, bulletin board, and 2–3 tables and chairs. Other items needed include the TV/VCR and stand. Having a computer available is a must.

To organize the FRC, the Parent Coordinator will need basic supplies listed in the FRC Start-up Kit. Most of the items are self-explanatory; others are explained throughout the handbook's text. See Exhibit 3–A on page 43. Remember that organizing the FRC is an important key to a strong FRC!

Standardization of Documents

A school district with multiple family resource centers needs to standardize its own procedures and rules. Our guidelines include a two-week check-out period for materials, two items per child or five per family. Anyone with overdue materials may not check out additional items until they are returned or replaced.

Standardization of basic procedures unifies all of the family resource centers within a district yet preserves space for development of services unique to each center.

Documents Which Need to Be Standardized

Brief descriptions of some standardized internal operating documents currently used in the School District of Janesville follow.

- **FRC Guidelines**

Guidelines provide basic rules for using the FRC library. See Exhibit 3–B on page 44 to read the important points contained in our guidelines document.

- **Parent Approval Sheet**

This accompanies the guidelines form and requires a parent signature to allow the child to borrow items from the center. The form also acknowledges parental understanding and acceptance of the guidelines and a willingness to supervise and work with the child as he uses these items. See Exhibit 3–C on page 45.

- **Volunteer Database**

This document is extremely useful to the PC because it is a complete record of the FRC's volunteers. The Volunteer Database contains phone numbers, addresses, children's names and grades, and volunteers' committee and time preferences. A sample is shown in Exhibit 4–A on page 67.

- **Lists and Calendars**

A class list, staff list, school calendar, and PTA calendar are critical to the FRC's success because they too supply essential information. The school office and PTA will provide these items upon request. The FRC calendar mirrors the school calendar.

- **Master Overdue List**

The Master Overdue List, revised weekly, is a compilation of the names of students who have overdue items. Contained on this list in addition to the student names are the grade and homeroom teacher's initials, the student's home phone number, the inventory number of the overdue item, the name of the overdue item, and the actual due date.

Three copies of the overdue list need to be maintained. See Exhibit 3–D on page 46 and Chapter 5, pages 71–72, for further explanation.

- **Overdue Notices**

After compiling the Master Overdue List, we use the following procedure (see Chapter 5, pages 71–72) to recover overdue items:

A. flier (See Exhibit 3–E on page 47.)
B. phone call to parent
C. letter co-signed by principal and PC. (See Exhibit 3–F on page 48.)

- **Families/Volunteers Sheet**

Asking parents to sign a sheet as they go through the check-out process when they use the family resource center gives us a way to determine how much family involvement is taking place. See Exhibit 3–G on page 49 for this sheet. Parents, as individuals or as part of a parent-child team, are also given the opportunity to volunteer at check-out time.

- **Monthly Drawing Tickets/Winner Notification Sheets (Optional)**

We use a drawing ticket form which requires the student's name and grade for the incentive prizes offered each month. Prizes are also available for parents. Winners are notified via the Winner Notification Sheet, which again reinforces FRC hours. Include winners' names in the school newsletter. See Exhibits 3–H & I on pages 50–51.

- **FRC Yearly Closing Sheet**

This is a general information sheet that reminds families of the FRC's closing date, the need to return all items on time, and a request for donations. See Exhibit 3–J on page 52.

- **Typical Signs**

Signs help familiarize families with the family resource center's routine. Our signs (Exhibits 3–K, L, M, N, & O on pages 53–57) broadcast

  - normal and special hours of operation,
  - requests for donations,
  - check-out limits,
  - requests for volunteers, and
  - replacement of items policy.

- **FRC Stationery**

Having distinct stationery for each FRC gives a professional appearance to FRC correspondence and reinforces the FRC's existence. Simple letterheads can be created on the computer. See Exhibit 3–P on page 58.

- **Volunteer Training Sessions Sheet**

This sheet records the status of each volunteer's training. It is a good tool for the PC to help determine skills of individual volunteers. See Exhibit 5–G on page 81.

Although the list of internal documents may seem overwhelming, each document serves a specific purpose; and, once the Parent Coordinator has familiarized herself with their uses, the documents become more manageable.

Dealing with Inventory

All inventory items are entered into a database on the computer. A database is a collection of information (records). Categories such as item number, title, cost, and acquisition date provide information about each item in the database. The categories (fields) and accompanying descriptions for the Family Resource Center inventory are listed in the Description of the Database. See Exhibit 3–Q on page 59.

Our database set-up has evolved. It is important to try to predict enough spaces needed for a growing FRC! Assigning a number to each item is the *first* step in

preparing library items for circulation. (See Chapter 5, page 72, for steps to complete inventory preparation.) See Exhibits 3–R & S on pages 60–61 for a sample database format and an explanation of the proposed database set-up for the School District of Janesville. Copies of the updated inventory should be placed in the Instructional Media Center (school library) and the Family Resource Center. Copies of the parent resource materials should be available to all departments.

Database Training

Parent volunteers who are computer comfortable should be trained at each school to enter the FRC inventory into their database document. This process emphasizes parental ownership of the FRC. Training focuses on the database portion of a software program. Direction sheets and the invitation to call the trainer if there is a problem reinforce the computer steps and support the tentative volunteer.

Computer skills are not only critical for inventory but are also necessary for other documents. The Parent Coordinator, especially, must understand how to use the computer.

These standardized forms are the base of your FRC operation and are referred to throughout the handbook. A volunteer who is computer literate and willing to donate time to update these standard forms is a wonderful help to the Parent Coordinator. Until a volunteer is located, ask the school secretary for her help in individualizing these materials.

FRC START-UP KIT

1) Wide book tape, contact cement, rubber bands
2) Scissors, pens & pencils, notebook, four markers (large & small)
3) Bags—plastic or paper (used to carry borrowed items home)
4) Two return baskets (one for FRC/one for office), holder for folders, cup for pencils, magazine rack, storage box for supplies, etc.
5) Name tags for volunteers
6) Card box, pockets, library cards & date due cards
7) Stamp pad, stamp pad ink, date stamp, & stamp w/school's name
8) Computer access/disks
9) Pocket folder(s) for copies of
   - FRC Family Guidelines & Parent Approval Sheets (Exhibits 3-B, 3-C)
   - Overdue Notices (Exhibit 3-E)
   - Monthly/Weekly Drawing Tickets (Exhibit 3-H)
   - Winner Sheets (Exhibit 3-I)
   - Stationery (Exhibit 3-P)
10) Binder for volunteers' training sheets (Exhibit 5–G .)
11) Binder(s) for
   - Completed Parent Approval Sheets [registration forms]-(Exhibit 3-C)
   - Class List—provided by school secretary
     - A) child's name
     - B) parent's name
     - C) phone number
     - D) address
   - Staff List—provided by school secretary
   - Master Overdue List (Exhibit 3-D)
12) Copy of Directory of Community Services
13) Signs
   - Hours Sample (Exhibit 3-K)
   - Donations/Volunteers Needed Sign (Exhibit 3-L)
   - Checkout Limit Sign (Exhibit 3-N)
   - Replacement of Item Sign (Exhibit 3-O)

1996–1997 GUIDELINES
ADAMS FAMILY RESOURCE CENTER
758–6311

HOURS

Tuesdays— 7:45 AM – 8:30 AM
11:15 AM –12:30 PM
2:30 PM –5:00 PM

Welcome to the Adams School Family Resource Center! This center is open to every family in our school. We hope you enjoy all the kinds of lending materials that we have. The following guidelines will help all families enjoy the Family Resource Center.

★ Help your child find a **safe** place at home to store and play with these materials. Take good care of all the materials you check out.

★ Depending on the age of your child, **play/work** with him or her so that your child knows how to use these items.

★ Due Date: You may keep all materials for **2 weeks.**

★ Please return materials **promptly** to your school's Resource Center when it's open, to your child's homeroom teacher, or to the school office.

★ Check-out Limit: **2 items per child/5 per family**

★ If books or pieces of a game or toy are lost or broken, please list what is missing on a piece of paper and put it inside the bag or box.

★ If an item cannot be returned for some reason, you will be expected to donate an item of equal value or pay the replacement fee.

47

After you have read the guidelines, please fill out the form and return it to your child's homeroom teacher so that your family can check out materials.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

PLEDGE

My child(ren) and I have read, understood, and will follow the guidelines for the Family Resource Center. As a parent, I will supervise my children's use of Family Resource Center items so that they remain in good condition and other families will be able to enjoy them.

Child's Name/Grade/Homeroom Teacher_____

_____

Parent's Signature_____

Address_____ **Zip** _____

Phone Number_____

★ Please return to homeroom teacher as soon as possible.

ADAMS OVERDUE LIST

STUDENT NAME	#	ITEM NAME	DUE DATE
Jim Baxter (4-9467) 2-Du	1896	Where the Sidewalk Ends	5-7
Chuck Fisher (4-0835) 5-Cr	1157	The Fog	5-7
Marcus Jones (2-1045) 5-Cr	318	Wheel of Fortune	5-13
Brittany Miller (2-6397) Pre-K-Dg	344	Twister	5-16
Brittany Miller (2-6397) Pre-K-Dg	2313	Scattergories	5-17
Melony Nelson (5-8441) 1-An	1728	Meet Felicity	5-16
Nathan Prince (8-3100) 4-Zg	532	Best Learning Songs Video	2-26
Ashley Runnestrand (8-2995) 2-Kr	663	Zoobooks: Sea Otters	5-2
Ashley Runnestrand (8-2995) 2-Kr	483	Lincoln Logs	5-13
Ashley Runnestrand (8-2995) 2-Kr	2908	The Christmas Ghost	5-13
Josh Whitney (7-6159) 1-Ge	382	Jr. Quarterback Football	4-12

Note: The Overdue List contains the following student information:
student's name, phone number, grade, and homeroom teacher's initials.
The Overdue List also contains the following item information:
item number, item name, and due date.
All of this information helps volunteers retrieve overdue materials.

Have you forgotten something???

Please return the following late materials to the Family Resource Center or to your homeroom teacher NOW!

_____

_____

_____

Thank you! Come see us again! Our hours are:

Tuesdays — 7:45 AM – 8:30 AM
11:15 AM – 12:30 PM and
2:30 PM – 5:00 PM

If item cannot be returned, please donate an item of equal value or pay the replacement fee.

Note: The Overdue Notice is folded in half and stapled shut. Then the name of the student, the student's grade, and homeroom teacher are printed on the back of the Overdue Notice. The Overdue Notices are distributed via the teachers' mailboxes.

Adams Family Resource Center

1138 E. Memorial **758-6311**

May, 1996

Dear Adams Parent and Student,

We're excited that so many Adams families have enjoyed using the materials from the Family Resource Center! However, with increased usage comes the problem of returning items. Therefore, we would appreciate your help in returning overdue items that have been checked out to your family. If an item cannot be returned for some reason, please donate an item of equal value or pay the replacement fee. Your check can be made out to Adams Family Resource Center.

Please let your child know that, along with the privilege of borrowing items from the Family Resource Center comes the responsibility of returning them.

If you wish to discuss this situation, please call (PC's name) at _____. Thank you for your response.

Sincerely,

_____
Principal

_____
Parent Coordinator

ITEM/COST: 5¡

Families/Volunteer — FRC

Parent's Name	Student's Name	Grade/Homeroom	Date	Volunteer ?	Phone

Name _____ Name _____

Grade/Teacher _____ Grade/Teacher _____

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name _____ Name _____

Grade/Teacher _____ Grade/Teacher _____

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name _____ Name _____

Grade/Teacher _____ Grade/Teacher _____

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name _____ Name _____

Grade/Teacher _____ Grade/Teacher _____

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name _____ Name _____

Grade/Teacher _____ Grade/Teacher _____

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

Name _____ Name _____

Grade/Teacher _____ Grade/Teacher _____

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

YOU

are the

WINNER

of the drawing at the

FAMILY RESOURCE CENTER

CONGRATULATIONS!

Come visit us again!

☆ **Washington FRC Hours:**

Mondays-Fridays—8:00 AM – 10:30 AM
Thursdays—8:00 AM – 5:00 PM

- All borrowed items are due at Wilson's Family Resource Center on Friday, May 17.
- Thanks for using the Wilson Family Resource Center.
- Donations accepted—Call 758-6429.
  New or used books, games, toys, videos
- Have a great summer making FAMILY memories!

ADAMS

Family Resource Center

HOURS:

Tuesdays: **7:45 AM - 8:30 AM**
11:15 AM - 12:30 PM
2:30 PM - 5:00 PM

PLEASE DONATE YOUR NEW OR USED BOOKS - TOYS- GAMES - VIDEOS TO YOUR FRC !

Donations Sign

Exhibit 3-L

Volunteers Sign

VOLUNTEERS NEEDED AND APPRECIATED

Exhibit 3–M

FAMILY RESOURCE CENTER'S CHECK-OUT LIMIT!

2 ITEMS PER CHILD

5 ITEMS PER FAMILY

IF AN ITEM CANNOT BE RETURNED FOR SOME REASON, YOU WILL BE EXPECTED TO DONATE AN ITEM OF EQUAL VALUE OR PAY THE REPLACEMENT FEE.

Replacement of Item Sign

Exhibit 3–O

Roosevelt Family Resource Center

315 S. Ringold **758-6321**

Description of Database Entries

The order of the fields for the Inventory Database is:

Item No.
Name of Item
Author or Publisher
Vendor
Type of Item
Age Level
Acquisition Date
Cost

Choices of entries for each field:

Item No. = See database explanation sheet for assignment of numbers to various items.

Name of Item = Best Descriptive Name (Card should match this name.)

Author or Publisher (or Company) = Author is preferred for books. Publisher (company) is necessary for games/toys/videos.

Vendor = Please indicate store from which purchase was made, that the item was purchased at a rummage sale, or that the item was a donation.

Type = Please indicate kind of item (e.g., parent resource video, parent resource book, video, puzzle, toy, game, paperback, or hardcover)

Age Level = Use best guess age ranges—not grade levels (e.g., 7-10 yrs.)

Acquisition Date = Month/Date/Year (e.g.: 5/2/96)

Cost = Actual cost of item (For donations, indicate $0.00).

NEW DATABASE EXPLANATION

1-1999:	Parent Resource Materials (books, videos, tapes, magazines)
2000-2999:	Book and Tape Combinations Children's Audio Tapes
3000-4999:	Games and Toys
5000-5999:	Children's Videos
6000-6999:	Children's Magazines
7000-7999:	Puzzles
8000-9999:	Children's Books

Once these allotted numbers have been filled, continue numbering in the ten thousand range again following the above basic format.

(Example: When available numbers from 8000-9999 have been assigned to FRC children's books, the next book's number should be 18000. The next set of allotted spaces for books is 18000-19999.)

Sample Report of Fields

Inventory	Name of Item	Author or Publisher	Vendor	Type	Age Level	Acquisition	Cost
29	Love Must Be Tough	Carl Dobson	Scholastic	PR Paperback	adults	5/24/96	12.95
136	Your Kids & Drinking	Annheuser-Busch	—	PR Video	adults	5/24/96	0
152	Good-bye Mommy	S. Jones	Target	PR Paperback	all ages	5/24/96	4.95
189	Helping Your Child Learn Math	US Dept. of Education	US Dept. of ED.	PR Booklet	adults	3/9/94	0.5
191	MegaSkills	Dorothy Rich	Houghton Mifflin	PR Paperback	adults	10/11/92	13
196	Active Parenting	Michael Popkin	Active Parenting	PR Paperback	adults	2/12/93	8.95
200	P/CT: Parents as Models	Family Literacy Center	FLC Indiana U.	Book & Tape	adults	4/16/94	10.00
373	Original Memory Game	Milton Bradley	Target	Game	3 to 6	4/16/93	5.95
432	Noah's Ark	Little Tykes	Donation	Toy	3 to 6	2/4/93	0
505	Daring to Parent in the Nineties	Foster W. Cline	Love & Logic Press	Video VHS	adults	3/21/95	
523	Sesame: Sing Yourself Silly!	Children's TV Workshop	Random House Video	Video VHS	2 to 6	12/23/93	10.95
666	Zoobooks: Giraffes		Scholastic	Magazine	8 to adult	11/11/93	
784	There and Back Again	Harold Jones	Donation	Hardcover	5 to 7	2/14/94	0
903	We Like Kindergarten	Clara Cassidy	Donation	Hardcover	3 to 6	2/14/94	0
999	My Little Dinosaur	Ilse-Margaret Vogel	Donation	Hardcover	3 to 6	2/14/94	0
2313	Scattergories	Milton Bradley	Shop KO	Game	12 to adult	9/2/94	21.95

Chapter 4

Building the Volunteer Base

Locating Volunteers

The Parent Coordinator must *actively* seek quality volunteers for the successful operation of the FRC. Fifteen to twenty-five committed and talented volunteers increase chances for an FRC's success.

An excellent start to finding volunteers is to ask for help through the PTA Volunteer Sheet that is usually sent out by most schools at the beginning of the new school year. Be sure to include specific information concerning time commitment and job expectations so that there will be a clear understanding on everyone's part. Fortunately, there are many jobs that will take only two to four hours per month, making the FRC commitment a possible opportunity for most volunteers. See Exhibit 2–F on page 35.

Next, an FRC Survey should be sent home to all families via the school newsletter or as an individual request. The survey briefly informs parents about what the FRC contains and its purpose. It also invites their input as far as the best times for the center to be open. At the initial stages of the center, it is often impossible to have the center open as many hours as you would like. Therefore, it is important that parents have an opportunity to voice their opinions. The survey will also give parents another chance to volunteer their time. See Exhibit 2–H on page 37.

It is worthwhile to have a Family/Volunteer Sheet available in the center so that when parents come to check out materials they will realize that they have the opportunity to be a part of this school/family team. Post the sheet in a highly visible, easily accessible place. Be sure to refer to the FRC's need for volunteers, and offer families the opportunity to participate. Often people wait for an invitation. See Exhibit 3–G on page 49.

Continue to offer FRC volunteering opportunities to school families throughout the year. Remember to include time commitment and job description. See Exhibit 2–I on page 38.

Another excellent source of volunteers is the retired citizens in the community. Many are looking for ways to maintain purpose in their lives, and their ability to connect with children is invaluable. Their skills, patience, availability, and flexibility make them a wonderful resource that definitely needs to be tapped. If you can tie in with an organization such as the Golden Kiwanis or the Retired Teachers Organization, the results will be impressive for everyone involved.

Organizing Your Volunteer Work Force

A volunteer database of all the workers is necessary. It must include name, phone, address, possible times to work, and job preference. See Exhibit 4–A on page 67. Listing the child's name and grade helps greatly in communicating with the volunteers who have children in school. Minutes of FRC Action Committee meetings, as well as any FRC notes, can be transported home via the child.

Once volunteers state times they are available, the PC verifies the volunteer's specific time for the month and *posts the schedule*. This eliminates much confusion and helps volunteers realize that they are part of a bigger team picture. See Exhibit 4–B on page 68.

Establishing Committees

Committees are needed to make the FRC most effective. They include staffing, advertising (signs and fliers), phoning (scheduling and calls for overdue materials), decorating, newsletter liaison, materials preparation, overdue materials, and monthly drawing coordinator (optional). With the wide variety of talents and abilities within the volunteer ranks, it's fun to see what develops within these skilled areas. Training for staffing the FRC and dealing with materials is covered in the next chapter.

Staffing Committee

Volunteers who are willing to manage the center during its hours of operation make up the staffing committee; this committee is key to the FRC's operation. Volunteers are needed who are dependable, responsible, friendly, and understanding. They need to be knowledgeable of the materials housed in the FRC as well as capable of working with children and their families.

Advertising Committee

Advertising is vital in order to get the word out to the community as well as to the school families. Creative fliers are eye-catchers which entice others to enjoy the oppor-

tunities the FRC offers. Consider the computer as an effective tool to create these advertisements. See Exhibits 6–A to F on pages 87–92.

Phoning Committee

A team to organize the scheduling and call for overdue materials can be two to three parents who have a few hours at home to volunteer. This can work especially well if the volunteer has time available in the evenings, for people are often at home during those hours. If calls are completed during the day, a school phone should be made available with the approval of the principal. Keeping the volunteer database up to date is necessary to facilitate this scheduling. It's a good idea to allow volunteers to rotate scheduling duties and calling for overdue materials; this practice helps to prevent burn-out.

The calls to gather in overdue materials need to be coordinated with the work of the Overdue Materials Committee.

Decorating Committee

Creating an inviting environment is important. Bulletin boards that encourage families to use the center and emphasize family/school partnership add to a welcoming feeling. Two to three creative volunteers can do wonders to any area provided by the school.

Newsletter Liaison

For the volunteer who likes to write, composing articles for the school newsletter will fit the bill. This is an ideal way for the center to keep in touch with families because it uses an already established practice—the school newsletter. When informed of new and very popular items, families are tempted to stop by and check out these items. By advertising special events in this way, the FRC gets excellent results.

Materials Preparation Committee

Two to three specialized volunteers who are computer-literate or willing to learn are needed to put newly received items into the computer database. See Chapter 3, page 42. Other members of the Materials Preparation Committee will complete the preparation process once the items have been inventoried. See Chapter 5, page 70.

Overdue Materials Committee

This committee, composed of two volunteers who are detail-oriented, thorough, and personable, is responsible for compiling a list of overdue materials and making efforts to retrieve the items. See Chapter 5, pages 71–72.

Monthly Drawing Coordinator (Optional)

A volunteer is needed to purchase and display the special items to be won each month. Provide drawing tickets for the items, and then complete the drawing far enough in advance so that winners can be announced in the school newsletter. Notification sheets congratulate the winner and invite them to return to the center again. This job is fun and encourages participation at the FRC. See Exhibits 3–H & I on pages 50–51.

As a Parent Coordinator, it is important to match volunteers with the area that best fits their available time and interests. There is certainly a wide variety of opportunities from which to choose.

FRC Action Committee Meetings

All volunteers are welcome to be a part of the FRC Action Committee. This important group includes those volunteers who want to be involved more directly in the overall planning of the FRC. See Chapter 1, pages 9–11.

We found it to be very effective to hold the FRC Action meetings the second week of each month. This way we could make plans for the following month and have the information ready for the school newsletter. Our meetings were tied in with lunchtime, and this worked out very well. Timing for meetings will vary depending on the differing schedules of volunteers each year.

These meetings provided support for the volunteers, information updates, and an opportunity to brainstorm about new materials they would like to see added and new topics they would like discussed. *Be sure to post an agenda sheet in the FRC* so the volunteers can list any concerns they want addressed at the meeting. Their input is most important! Informal, and sometimes humorous, minutes of the FRC Action Committee meetings keep absent volunteers "in the loop" and reinforce their partnership.

Volunteers were encouraged to bring their children. Toys were used from the FRC shelves to keep the children occupied. Be aware of the need to provide *free childcare* depending on the number and the energy level of children who accompany their volunteer parents because happy volunteers are vital to the success of the FRC.

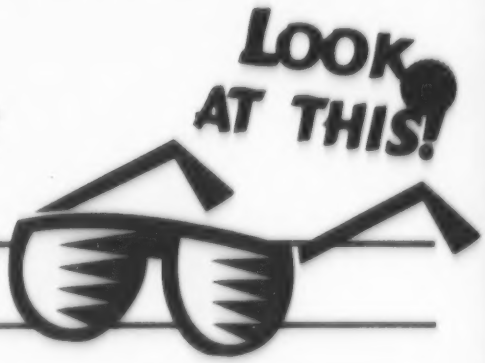
Much is expected of the Parent Coordinator as she works with the volunteers. This team can make a great difference in the development of the family resource center. As it listens to the needs of the school community, this team can provide many opportunities that will help the families grow and succeed in today's society.

Sample Volunteer Database

Name	Phone	Address	Child's Name	Preferences	Comments
Black, Connie	8-2522	750 Oak Ave.	Sandy (2-Du)	ph/adv/inv	AM/PM
Green, Jackie	8-2891	1215 Priddy St.	Dennis (EC)	ph/nwsltr	AM only
Johnson, Betsy	5-9300	418 Main St.	Justin (3-Bu)	dcrtng/staffing	EVENING only
Jones, Michelle	7-1627	826 E. Newman	Gary (3-Bu)	staffing/adv	PM/EVENING
Olson, Helen	4-5853	225 S. Main	Mikki (EC)	staffing/inv/ph	AM only
Smith, Joy	2-6653	1108 Elm St.	Alexandra (1-Gr)	staffing/nswltr/inv	PM
Smythe, Kathie	7-4472	1315 Chestnut Drive	Lynda (4-Tj)	inv	PM
Wilson, Angie	4-1708	2145 19th Ave.	Kevin (3-No)	staffing	PM

Exhibit 4–B

Adams Family Resource Center Work Schedule



Date	Time	Volunteers

THANKS FOR VOLUNTEERING!

Chapter 5

Training the Volunteers

The Parent Coordinator will provide the volunteers with a comprehensive training session so that they will feel comfortable with their new responsibilities of staffing the FRC. All volunteers should be aware of general orientation, materials preparation procedure, check-out/return procedures, and overdue procedures. Information concerning computer usage should be made available for interested volunteers. Specifics for these areas follow.

General Orientation

- Wear a name tag.
- Provide a warm, friendly, helpful atmosphere. If possible, have coffee or soda available for parents.
- Be aware of where materials are located.
- Ask first-time patrons if you can help them find items.
- Familiarize yourself with necessary procedures.
- Straighten shelves or help with new inventory if there is no business.
- Check with incoming volunteers to be sure they feel comfortable and know what to do.
- If you write a note concerning a question you have or information that you want to share, date and sign it.
- Last shift: Turn off lights; shut door.

Materials Preparation Procedure

1) When new inventory arrives, be sure it is in good condition and the material is appropriate.

2) Provide boxes to house all new materials and to ease preparation procedures. See Exhibits 5–A, B, C & D on pages 75–78.

Box 1: Contains all newly donated materials. A number is assigned to each item in the database, and the same number is put on the face of the item. Be sure to include the prefix! See Exhibits 3–Q, R, S on pages 59–61. (This is a specialized step for the computer-literate, trained volunteer.)

Box 2: Contains inventory-numbered items to be further prepared for circulation.

a) Pull direction sheets; *give sheets a matching prefix number (Wi for Wilson, #)*; place sheets in collection folder which goes to school secretary for lamination. (Match the laminated directions with the correct item in Box 3.)

b) Using an adhesive, affix a pocket to the item. (It is a good idea to *put the item's prefix number on the pocket* too because it provides a quick and easy check for matching the library card's number with the item's number.)

c) On the item's library card, *write the complete prefix number in the upper right-hand corner* and the name of the item on the upper lines.

d) Insert the numbered and named card into the attached pocket.

Box 3: Contains items further along in the process.

a) Stamp the item with the identifying FRC stamp.

b) Attach a small heart to items with the words, "Please Take Good Care of Me." See Exhibit 5–E on page 79.

c) Match laminated directions with correct item.

Box 4: Hopefully, this contains fully prepared materials. Check each item over carefully; *then* shelve it.

The process of acquiring and preparing new inventory items is open-ended and goes on sporadically throughout the year. This is why the box system has been so effective.

Check-Out/Return Procedures

1) Be sure family is aware of the FRC Guidelines. See Exhibit 3–B on page 44.
- Check-out limit = 2 items per child, 5 items per family
- Date due is 2 weeks later for all materials.
- Replacement of item is expected if item is lost or broken.

2) A Parent Approval Sheet must be on file. If it is not, have parent fill this out and file alphabetically by child's name under grade/teacher. See Exhibit 3–C on page 45.

3) Check to see if child's name is on overdue list. If it is, item must be returned first or replacement fee paid before any other items can be checked out. (Replacement fee is determined by estimated value of item.)

4) Take card from pocket of item and have child sign his or her name, grade, teacher's initials, and phone number. (Monitor this step carefully. Elementary children tend to write just their first names and omit some of the other important information.) See example of library card in Exhibit 5–F on page 80.

5) If parent is checking out item, have her sign using *child's* name, grade/teacher's initial and home phone number. (This is necessary because, if item becomes overdue, retrieval is easier.)

6) Stamp *due date* on card, and *put in card box file after that date.* This is your record of borrowed items and your source for compiling an overdue list.

7) Stamp *due date* on index card to go home, and place in item's pocket. (Try to remind the child to leave this card in the pocket because knowing the due date will ease your task of finding the correct card and matching it with the item.)

8) Have parents sign the Families/Volunteer Sheet. See Exhibit 3–G on page 49. This gives the school an indication of the families involved. Parents may also indicate their interest in volunteering.

9) If you decide to have monthly drawings, encourage each family member who is present to register once per visit. This is a good motivator but is optional. See Exhibit 3–H on page 50 for drawing tickets.

10) Return policy: Families may return items to the FRC or to designated drop-off place(s)—school office or homeroom class. We have collection baskets in these areas.

11) When overdue items are returned, be sure to mark them off the overdue list. *This list must be kept up to date.*

Overdue Procedures

Overdue items are natural in a library lending system. A structured approach to organizing and dealing with overdue items is necessary for consistent recovery of items. Our FRC does not charge fees for late returns but insists on responsible borrowing.

Compiling the overdue information and following through with the retrieval process is the responsibility of the Overdue Materials Committee. The Phoning Committee will help with the retrieval of items.

1) Weekly, compile list of overdue items/students. See Exhibit 3–D on page 46. Make several copies. Keep one copy for FRC; give one copy to the FRC volunteer who calls concerning overdues; duplicate enough copies for each homeroom teacher who has students on the list. Ask teachers to post in classroom and remind students.

2) Send overdue notices to students via homeroom teachers. Specific items with their numbers are listed on the note. On the outside of the note, indicate child's name, grade, teacher. See Exhibit 3–E on page 47. Fold note in half, and place in teacher's mailbox.

3) After a week, a phoning volunteer will call parents to ask for their help in retrieving items that weren't returned.

4) After one call, send letter signed by the principal and Parent Coordinator that requests item or replacement fee. See Exhibit 3–F on page 48.

Yearly Closing of the FRC

1) Be aware that the FRC closing date is consistent with the school library's closing date (PC's responsibility).

2) Optional—Flier which informs families of the closing date and requests donations may be sent home. This is a good reminder to families as they may clean toy boxes and closets during the summer (PC's responsibility). See Exhibit 3–J on page 52.

3) Take inventory of items present

   a) Check that items are in good, clean condition. Wash items if necessary. Withdraw them from inventory if they are not in good condition.
   b) Check for missing parts, pieces, directions. Place in FRC "hospital," and indicate what is specifically needed. (Rummage sales or donations can help replace missing pieces.)
   c) Patch any boxes that need mending.
   d) If needed, make new cards and add new pockets .
   e) Mark items off master inventory print-out. This gives you an accurate record of your materials.
   f) Ask computer volunteer to update inventory print-out for following year (PC's responsibility).

Computer Usage

Computers and software programs vary greatly so computer training must be tailored to available equipment. The computer training section deals with preparing standardized forms both for inventory and advertising fliers by volunteers who are comfortable using a computer. The school must provide a knowledgeable trainer to teach the Parent Coordinator, if needed, and interested volunteers. See Chapter 3, page 42, for this discussion.

Training Sessions

We recommend that a training session be held at the beginning of the school year. It is extremely valuable to develop a clear understanding of expectations and procedures. Once the volunteers have attended the training sessions, mark the sheet provided. See Exhibit 5–G on page 81 for the Volunteer Training Sessions Sheet. This information will be helpful in the placement of volunteers. Run these training sessions as often as needed in order to keep volunteers knowledgeable.

Box 1: Donations

To Be Inventoried

(entered into the computer and assigned a number)

Please place *all donations* in this box.

After a donation has been entered into
the computer and has its assigned prefix number
written on the face of the item...

place it in Box 2.

Box 2: Process Box

To Be Carded and Pocketed

a) Check games for directions; put matching prefix # on direction sheet and place in collection folder which goes to school secretary for lamination.
b) Adhere pocket to item. Write item's prefix # here, too.
c) Insert card into pocket. Card should have the complete prefix # in the upper right-hand corner and the name of the item on the upper lines.

After item has been properly carded and pocketed...

place it in Box 3.

Box 3: Process Box

To Be Processed Further

a) Stamp item with identifying FRC stamp.
b) Attach the "PLEASE TAKE GOOD CARE OF ME" heart to the item.
c) Match laminated directions with correct item.

As each item is completed...

place it in Box 4.

Box 4: Final Check

To Be Checked Over

Please make sure that all steps have been completed.

If items need additional work, please do it at this time.

If item has been properly prepared, place it on the shelf.

THANK YOU!

PLEASE TAKE
GOOD CARE
OF ME!

PLEASE TAKE
GOOD CARE
OF ME!

PLEASE TAKE
GOOD CARE
OF ME!

PLEASE TAKE
GOOD CARE
OF ME!

PLEASE TAKE
GOOD CARE
OF ME!

PLEASE TAKE
GOOD CARE
OF ME!

Wa 724

AUTHOR: The Foot Book

TITLE:

DATE DUE	BORROWER'S NAME	ROOM NUMBER
5-1	Lora Smith	2-Ca
	759-4286	

Washington Family Resource Center
811 N. Pine
Janesville, WI 53545
(608) 758-6323

Wa 724

Sample Library Card

VOLUNTEER TRAINING SESSIONS SHEET

NAMES	GENERAL ORIENTATION	INVENTORY (COMPUTER)	MATERIAL PREPARATION	ON THE JOB TRAINING	CHECK-OUT/IN PROCEDURES	ON THE JOB TRAINING	OVERDUES	ON THE JOB TRAINING

Chapter 6

Building the Program

Beginning Inventory

The FRC houses a variety of materials that focus on family interaction and communication for all ages. The center contains toys, games, videos, and books for children as well as parent resource materials, which consist of books, videos, tapes, and pamphlets. Appendix B contains a list of the parent resource materials contained in the FRC libraries in the School District of Janesville. Appendix C is a source list of company names and addresses that supply parent materials.

Toys are chosen for their durability as well as their ability to foster age-appropriate skills. Fine and gross motor skills, eye/hand coordination, verbal communication, math and reading skills and problem solving are top priorities when choosing items for the beginning inventory.

The parenting section contains items that focus on child development and help the parent work with his or her child to support and strengthen reading, math, communication, and study skills as well as lifelong skills. Specific materials dealing with Attention Deficit Hyperactivity Disorder, HIV/AIDS, the grieving process, homework, and time management are just a few of the parent-requested materials found in the FRC.

It is critical that the Parent Coordinator listen to the specific requests the parents make. This way the FRC can be tailor-made to fit the individual school.

Providing Specialized Information

Augment the FRC library by providing free brochures, pamphlets, and handouts. The pamphlets, available from many sources, encourage and support parents by discussing ways to address academic challenges such as helping your child with homework and

helping your child read and succeed in school. Some pamphlets also discuss ways to cope with various life experiences such as dealing with anger, grieving, stress, and discipline. University extension agents, local hospitals and clinics, community health nurses, and both police and fire fighters are some good sources of specialized pamphlets. Displaying library summer reading activities, immunization schedules, literacy council phone numbers, and special community activities is also a significant FRC role.

Call the social services department to order a directory of community services. This directory and personal knowledge of services and programs that occur in the community are significant conduits of information for families.

The free handouts and this resource directory strengthen the inventory of the family resource centers. More important, the staff can make it a warm, supportive environment. Families know they can get specific help when visiting their FRC.

Be aware that special needs at certain schools require special offerings. In the School District of Janesville, Roosevelt, Adams, and Washington Elementary Schools have Early Childhood classes; and Wilson Elementary School services both Early Childhood and English as a Second Language families. Inventories at particular Janesville schools' family resource centers have been expanded to address these specialized needs.

Workshops That Reinforce Inventory Focus

Because the FRC is committed to strengthening parenting skills, we recommend that parenting workshops be offered throughout the year. Principals and guidance counselors appreciate the opportunity to work through the FRC in offering these workshops to parents. These workshops bring parents together and help them realize how similar their parenting concerns are while sharing with them the "how to's" of discipline, communication, and problem solving. These workshop experiences are especially valuable!

MegaSkills Workshops focus on providing specific suggestions to parents as they work with their children to develop lifelong skills. Confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense and problem solving skills are emphasized. Age-appropriate recipes are designed to teach as well as reinforce these vital skills.

The workshops' values directly strengthen parent and child, families, schools, and businesses.

Additional Sources for Inventory

Once the FRC library's foundation has been established, it is possible to add to the inventory in several ways. Good sources for expanding inventory include contributions and/or donations from the community as a whole, individual families, and rummage sales.

Advertising

Talking to the Community

We solicited funds and children's toys, games, and books from businesses, community service organizations, and churches. Personal visits to businesses by the FRC Coordinator produced donations, and speaking before service groups prompted one service organization to sponsor a drive among its members for toys and books and another to give money to the FRC cause. Letters to churches, community service organizations, and businesses also help the community become aware of the FRC's mission.

Talking to Families

We utilized six basic ways of sending the FRC message out to families. Use your imagination to come up with other innovative ways to get the message out! Our six suggestions:

1) the local cable TV's school channel

Placing spring cleaning ads which asked for donations on the school channel located on local cable TV generated many donations from families within the city.
See Exhibit 6–A on page 87.

2) local radio's community/school news segment

Taking advantage of community calendar time on local radio has promoted donations and advertised the FRC's existence.

3) posting of informational and advertising cards

Volunteers distributed small cards with the spring cleaning theme; these cards are posted on local stores' bulletin boards, in laundromats, and in churches.
See Exhibits 6, B–F on pages 88–92.

4) posting of a wish list

A simple effective idea was the posting of a wish list where visitors to the FRC could see it. This list functioned as our adult "letter to Santa" and occasionally prompted smiles and donations.

5) the local newspaper and free weekly shoppers

The Janesville *Gazette's* article on the family resource center and the *Jotter* and *Messenger's* ads for Adams' rummage sale helped broadcast our message.

6) word-of-mouth

Of course, remember to talk up the FRC concept to people you meet. Word-of-mouth advertising is very effective.

Rummaging

Perhaps the most remarkable source of additional inventory and just plain fun is rummage sales. We enlisted volunteers, gave them a "needs" list and an itinerary, and scoured the city in pairs looking for "treasures." What a wonderful, relaxed opportunity to work as a team!

Rummaging is a great way to stretch limited funds. The form we use to account for our purchases, the Expenditure Verification Sheet, is found in Exhibit 6–H on page 94. We send these forms to the school district for reimbursement. (Check with your principal for the procedure you should follow.)

Take with you to each rummage sale an information card that explains the resource center. After purchasing items, share with the vendor what wonderful opportunities are available at the FRC. See Exhibit 6–G on page 93.

Volunteers will need to check over rummage items carefully, but they can find some great bargains. Be prepared to feel immense satisfaction when you see cleaned items ready to be put into inventory.

Acknowledging Donations

Donors are more likely to become repeat donors if you extend a personal thank-you, offer a donation receipt for tax purposes, and acknowledge business contributions. A small sign on the item which credits the business is appreciated bv business donors. A receipt that the donor can use for tax purposes is in Exhibit 6–I on page 95.

It is important to keep track of contributions and donations. Keeping a list allows the parent coordinator to send thank-you notes to individuals and to account for growth. Look for the contributors' list on Exhibit 6–J on page 96. Keep the family resource center growing! Let people know your mission!

Memorandum

To: Public Relations Coordinator for the School District

From: (PC's name)

Date: May 2, 1996

Subject: **SCHOOL NEWS FOR CABLE CHANNEL 7**

Please place the following information on channel 7:

Screen #1:

The Family Resource Centers encourage parent-school partnerships and help strengthen parent-child interaction. Family Resource Centers promote choice, responsibility, and independence. The centers contain games, toys, videos, books, and parent resource information to be checked out by school families.

Screen #2:

Donations appreciated
for the Family Resource Centers

Please send your new or used games, toys, videos, and children's books to
Adams
Roosevelt
Washington
Wilson

Phone: 758-6285

Screen #3:

Adams, Roosevelt, Washington, Wilson
Family Resource Centers

Please return all items by Friday, May 17

Thanks for using the FRC.
See you next Fall!

COME ON DOWN AND GIVE US A HAND!

WASHINGTON FAMILY RESOURCE CENTER

Cleaning house?

Please think of us.

We love donations!

Drop off your children's used games, toys, videos, and books at

Washington Family Resource Center
811 North Pine Phone: 758-6285

YOU'RE INVITED

to drop by for a quick visit to the

Family Resource Center

on

Tuesday, October 24

anytime between 3:00 and 5:30 p.m.

Refreshments will be served.

Other October hours:

Tuesdays 11:15–12:30; 2:30–5:30

Fridays 7:45–8:30

TOYS GAMES

BOOKS **PARENT RESOURCE MATERIALS** VIDEOS

BINGO!

Your Family Resource Center is having a bake sale on Bingo Night!

Tuesday, November 21

6:00–8:00 p.m.

Come and enjoy home-baked goodies!

Proceeds will go to the
Adams Family Resource Center

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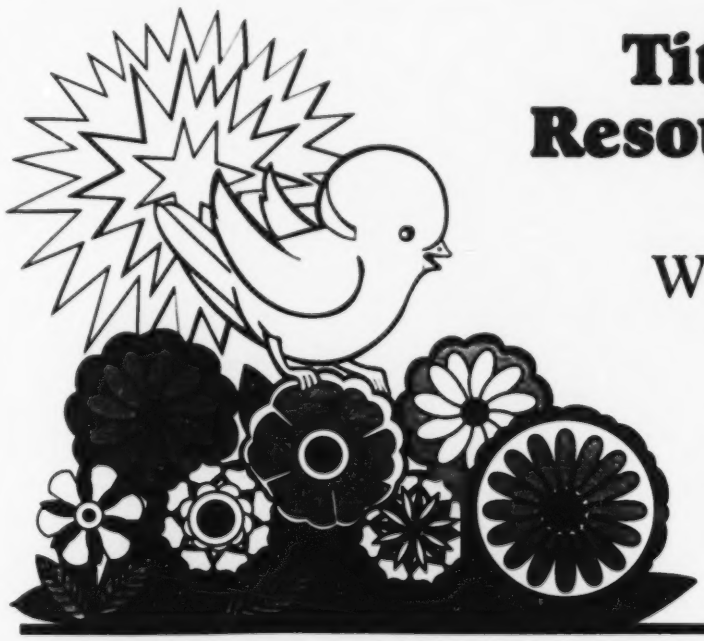
Dear _____,

Here is your picture with Santa! We hope you had a wonderful holiday.

Remember to come and visit the Family Resource Center in the new year. We have GAMES, TOYS, VIDEOS, BOOKS, and PARENT RESOURCE MATERIALS for you family to borrow. We are located in the Wilson school locker room.

Our open day has changed from Tuesdays to Fridays! We're open from 10:00–3:30 on Fridays. And we're still in the IMC on Tuesdays from 4:40–6:30.

HAPPY NEW YEAR FROM YOUR WILSON FAMILY RESOURCE CENTER.



Title I Family Resource Center

Located at

Washington School
811 North Pine

Hours:
M–F, 8:00 AM–10:30 AM
Thursdays, 8:00 AM–5:00 PM

PARENT RESOURCE MATERIALS • GAMES • TOYS • VIDEOS • BOOKS

Get hopping!

to the Family Resource Center

Come on in and check us out.
We're open
Monday–Friday, 8AM–10:30AM
Thursdays, 8AM–5:00PM

Wishing you happy memories of Adams Happy Shoes Dance...

from your
Adams Family Resource Center

The center is open every Tuesday

7:45 a.m.–8:30 a.m.
11:15 a.m.–12:30 p.m.
2:30 p.m.–5:00 p.m.

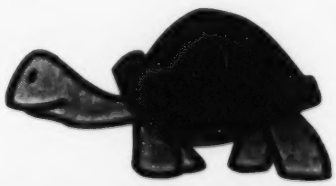
Waltz on over!

Don't be slow...

and get over to the Adams Family Resource Center!

Tuesdays
11:15 a.m.–12:30 p.m.
and 2:30 p.m.–5:30 p.m.

Fridays,
7:45 a.m.–8:30 a.m.



BOOKS • VIDEOS • TOYS • GAMES
PARENT RESOURCES

JANESVILLE FAMILY RESOURCE CENTERS

The Family Resource Centers are a part of the School District of Janesville's goals to encourage parent-school partnerships and to help strengthen parent-child interaction. Family Resource Centers promote choice, responsibility, and independence.

The Centers contain games, toys, videos, books, and parent resource information to be checked out by the families. Future plans include resource centers at all elementary schools.

School District of Janesville

Education is our investment in the future.

Donations appreciated for the Family Resource Centers

Please send your children's used games, toys, videos, and books to

Adams Family Resource Center
1138 E. Memorial Dr.

Roosevelt Family Resource Center
316 S. Ringold

Washington Family Resource Center
811 N. Pine

Wilson Family Resource Center
465 Rockport Rd.

Or call 758-6285

This is to verify that the following items were purchased at your rummage sale.

Date: _____ Purchaser: _____

FAMILY RESOURCE CENTERS

Items Purchased	Total	Seller's Name	Seller's Address
toys games books other			
toys games books other			
toys games books other			
toys games books other			
toys games books other			
toys games books other			
toys games books other			

The Janesville School District's
Family Resource Centers
gratefully acknowledge receipt of

_____

_____

Donation is valued at _____.

Date: _____ ***Signature:*** _____

Thank you from your Family Resource Centers!

CONTRIBUTIONS/DONATIONS

✓	Name, Address, and Phone Number	Items

Chapter 7

Vision for the Future

The future for the FRC holds limitless opportunities! By strengthening the family, school, and community partnerships that are developing through the use of the FRC, so many great possibilities can become reality!

We envision the FRC continuing to be a safe haven for families—a support group for all. We can see grandparents meeting with other grandparents as they accept the challenges and joys that accompany raising grandchildren. We can envision the Janesville Literacy Council using the FRC as an ideal place to tutor the many parents who want to improve their reading skills so they may be more helpful to their own children's reading development. We can envision the Health Department joining forces here to immunize the little ones in our neighborhood community. We can imagine increasing the number of seminars held within the school building on a variety of interesting parent-suggested topics which help them deal with their children's needs as well as their own. We imagine parents volunteering to help other new families in the neighborhood. We can see a center's bulletin board or newsletter that offers different bartering opportunities such as childcare, car pooling, or other services.

We recommend that the FRC be housed within the school library. In concert with the Lighted School House concept, the FRC could have hours in the evenings, possibly once a week, taking into consideration when there are scheduled school events. A big leap in nontraditional opportunities would be to have this library/FRC available to families on Saturdays and year-round as well. By connecting with local technical schools or branches of the university, the FRC could offer computer classes for parent/child teams, and English classes for second language families as well as workshops and seminars that focus on different parenting concerns. By using the schools in this way, the community could benefit greatly from all that would be offered to the neighborhood families. These ideas readily build the partnership between home and school.

Every community's need for strong families is evident. We see the opportunity for service organizations, churches and other community businesses to take advantage of sponsoring an FRC in their neighborhood or community. There is a natural link between the FRC and churches and service organizations, which often focus on projects that strengthen the family unit. These groups could be willing to help financially as well as recruit volunteers. What a wonderful opportunity for directly involving many people through community service organizations/FRC partnership!

The future is within our grasp as we take the first steps with a new proposal to work together with the business community. An organization called Forward Janesville represents 400 businesses in our community. Their chairperson for the Education/ Business Committee approached the school district administration seeking opportunities to form a partnership that focuses on strengthening families as well as reinforcing academic skills for children. The FRC Coordinator was elated by this opportunity. This type of partnership between schools, home, and community shows everyone that we care about families.

Forward Janesville is asking their businesses to sponsor individual centers. Contained within a $4000 sponsorship would be $1000 to establish a center and a $3000 stipend to pay for a part-time parent coordinator. This financial support will get the center started. See Appendices B and C for some ideas on parent resource materials. A yearly renewal of the $4000 sponsorship would be needed to continue the center. Once the FRC vision is shared with the neighborhood families, donations will follow.

Businesses give financially, but they receive in so many ways. They know they have helped to provide a positive, supportive center for numerous families within the school environment. This business/school link provides opportunities for employees to volunteer time in very valuable ways within their adopted school building. The connection between teachers and the sponsoring business can be a tremendous help in developing communication opportunities. Businesses will become more knowledgeable about the education process at that building. Teachers may gain a clearer understanding of how the quality of their instruction and the level of expectation they place on the student impacts on the student's skills and future employability. This becomes a win/win situation for business, school, and home alike!

It's great to envision what wonderful possibilities can develop. We know that the ultimate in success can be reached when strong partnership teams come together and share a common vision.

SCHOOL DISTRICT OF JANESVILLE
JANESVILLE, WISCONSIN

POSITION DESCRIPTION

POSITION TITLE: School Family Resource Center Parent Coordinator

QUALIFICATIONS:

1. Strong interpersonal skills and good oral and written communication skills.
2. Excellent organizational and supervisory skills.
3. Possession of personal computer skills or willingness to learn.
4. High degree of self-motivation, flexibility, and ability to work with a minimum of supervision.

REPORTS TO: School Principal

POSITION GOAL: To coordinate the Family Resource Center (FRC) in order to provide the best possible materials and opportunities to the families of that school.

PERFORMANCE RESPONSIBILITIES:

1. Dialogues with families, principal, staff, PTA, business community.
2. Recruits, trains, schedules, and motivates volunteers.
3. Directs FRC Committees (Communication, Action, Volunteer).
4. Works with principal, staff, and PTA on scheduling of FRC events.
5. Helps provide consultation and guidance to individual volunteers regarding the operation of the program.
6. Prepares budget requests for PTA and principal.
7. Chooses/orders materials that are beneficial to the FRC.

TERMS OF EMPLOYMENT: School year schedule. Continuance of the position is determined on an annual basis.

EVALUATION: To be completed by principal.

Parent Resource Materials

Name	Author or Publisher
1-2-3 Magic: Training Your Child to Do What You Want	Thomas W. Phelan, Ph.D.
101 Activities for Building School-Community Involvement	What's Worked Files/Mychalus
40 Ways to Raise a Non-Racist Child	Barbara Mathias & Mary Ann French
A Kid's Guide to Divorce	Learning Tree
A Kid's Guide to Stranger Dangers	Capstone Entertainment
A Parent's Guide: Attention-Deficit Hyperactivity Disorder	Sam Goldstein & Michael Goldstein
Active Parenting Handbook	Active Parenting Publishers
Assertive Discipline for Parents w/Parent Guide	Lee & Marlene Canter
Before It's Too Late, Vaccinate/What Lily Learned	Am. Academy of Pediatrics
Being Careless	Grolier Enterprises Corp.
Being Forgetful	Grolier Enterprises Corp.
Being Rude	Grolier Enterprises Corp.
Breaking Promises	Grolier Enterprises Corp.
Bright Ideas	Dorothy Rich & Nancy Harter
Bringing Up Our Children	Curriculum Associates
Building a Child's Positive Self-Image	American Guidance Service, Inc.
Building Independence and Cooperation in Children	American Guidance Service, Inc.
Careers and Caring Sampler	The Home & School Institute
Cheating	Groiler Enterprises Corp.
Children: The Challenge	Rudlof Dreikurs
Communication: Levels 1 & 2	New Readers Press
Complaining	Groiler Enterprises Corp.
Coping with School: Levels 1 & 2	New Readers Press
Couch Potato Kids	Lee Canter & Associates
Dare to Discipline	Dr. James Dobson
Daring to Parent in the Nineties	Foster W. Cline, M.D.
Day-by-Day Summer Enrichment Activities	Deborah Schmid
Depression/Stress	Educational Design, Inc.
Discipline: Levels 1 & 2	New Readers Press
Driven to Distraction (ADD)	Edward M. Hallowell & John Ratey
Families Learning Together	Sandra Parker Coates, et al
Family Crisis: Levels 1 & 2	New Readers Press
Family Fun	Kim A. MacLeod

Name	Author or Publisher
Family Talk About Drinking (w/video)	Anheuser-Busch Companies, Inc.
Fighting Invisible Tigers	Earl Hipp
Fighting, Teasing and Bullying	Dr. John Pearce
Fitting In: A New Look at Peer Pressure	Educational Design, Inc.
Get It? Got It. Good!: A Guide for Teenagers	Carol Noel
Get Smart: Advice for Teens w/Babies	Dorothy Rich & Elaine Wilcox
Good Attitudes on the Job	The Home & School Institute
Good-bye Mommy	Bruce King Doman
Growing Up Drug-Free: A Parent's Guide to Prevention	U.S. Department of Education
Help Me Make It Through the Day: Stress & Coping Strategies	Purdue Research Foundation
Help Your Children Resist Drugs	Jim Burns & Steve Arterburn
Help! It's Homework Time	Lee Canter & Associates
Help! This Kid's Driving Me Crazy	Lynne Adkins/Janis Cady
Helping Children Handle Fear	American Guidance Service, Inc.
Helping Children Help Themselves	American Guidance Service, Inc.
Helping Children Understand and Express Feelings	American Guidance Service, Inc.
Helping Siblings Get Along Together	American Guidance Service, Inc.
Helping Your Child Be Healthy and Fit	U.S. Department of Education
Helping Your Child Get Ready for School	U.S. Department of Education
Helping Your Child Learn Geography	U.S. Department of Education
Helping Your Child Learn History	U.S. Department of Education
Helping Your Child Learn Math	U.S. Department of Education
Helping Your Child Learn Responsible Behavior	U.S. Department of Education
Helping Your Child Learn Science	U.S. Department of Education
Helping Your Child Learn to Read	U.S. Department of Education
Helping Your Child Succeed in School	The Home & School Institute
Helping Your Child Use the Library	U.S. Department of Education
HIV/AIDS: A Challenge to All of Us (2 tapes)	Pediatric AIDS Foundation
Homework	Jim Fay, Foster W. Cline, Bert Gurule
Homework Without Tears	Lee Canter & Lee Hausner
How Do We Tell the Children?	Dan Schaefer and Christine Lyons
How to Keep Your C.O.O.L. with Your Kids	Lou Makarowski
How to Parent So Children Will Learn	Sylvia Rimm
How to Talk So Kids Will Listen & Listen So Kids Will Talk	Adele Faber & Elaine Mazlish
Interrupting	Groiler Enterprises Corp.

Appendix B—Sample FRC Parent Resource Materials (cont.)

Name	Author or Publisher
It's About Time: Balancing Work & Family	AAL
It's Just Attention Disorder (w/manual)	Dr. Sam Goldstein
It's O.K. to Say No!	Robin Lenett & Bob Crane
Jumpin' Johnny: Get Back to Work	Michael Gordon
Kids & Divorce: Grades 2–4	Sunburst Communications
Learn at Every Turn	Chrysler Learning Connection
Learning Disabilities	NIMH
Let's Talk About Being Selfish	Grolier Enterprises Corp.
Let's Talk About Disobeying	Grolier Enterprises Corp.
Life Is Goodbye: Life Is Hello	Alla Renee Bozarth
Living with a Single Parent	Maxine B. Rosenberg
Love and Logic Solutions (Tapes A & B)	Jim Fay
Love Must Be Tough	Dr. James C. Dobson
Making Free Time Pay Off	The Home & School Institute
Making the Most of Yourself	The Home & School Institute
Managing the Morning Rush	The Home & School Institute
MegaSkills	Dorothy Rich
Mom's House, Dad's House	Isolina Ricci
More Parents Are Teachers, Too	Claudia Jones
Mother & Sons: Raising Boys to Be Men	Jean Lush
No More Bedtime Battles	Lee Canter & Associates
On Raising Kids	The Ideas Network on Tape
On the Road to Reading	Beatrice G. Davis
Our Kids & Drinking	Seagram & Sons, Inc.
Parents & Children Together: Expanding Your Child's Vocabulary	ERIC: Indiana University
P/CT: Beginning the NEW School Year	ERIC: Indiana University
P/CT: Enjoying Art	ERIC: Indiana University
P/CT: Holiday Reading	ERIC: Indiana University
P/CT: Learning About the Lives of Famous People	ERIC: Indiana University
P/CT: Learning & Self-Esteem	ERIC: Indiana University
P/CT: Making History Come Alive	ERIC: Indiana University
P/CT: Making Writing Meaningful	ERIC: Indiana University
P/CT: Motivating Your Child to Learn	ERIC: Indiana University
P/CT: Parents as Models	ERIC: Indiana University
P/CT: Special Needs of Special Children	ERIC: Indiana University

Name	Author or Publisher
P/CT: Stretching Young Minds in the Summertime	ERIC: Indiana University
P/CT: Teamwork Learning	ERIC: Indiana University
Parent's Guide & Video Companion	21st Century Learning Corp.
Parenting	Time Publishing/Ventures, Inc.
Parenting Teens with Love & Logic	Foster Cline & Jim Fay
Parenting the Strong-Willed Child	Rex Forehand & Nicholas Long
Parents	Gruner & Jahr USA Publishing
Parents & Children Are NOT Naturally Friends	Doug Meske
Parents Are Teachers, Too	Claudia Jones
Parents Can Build Children's Self-Esteem/Parents Can Motivate Children	The Parent Institute
Parents Can Build Responsibility/Parents Can Talk & Listen	The Parent Institute
Parents Can Read w/Children/Parents Can Help Children Learn	The Parent Institute
Parents on Your Side	Lee Canter & Associates
Parents Sharing Books	Family Literacy Center, Indiana University
Parents Sharing Books: Motivation & Reading (Middle School)	Familiy Literacy Center, Indiana University
Parents Sharing Books: Self-Esteem & Reading	Familiy Literacy Center, Indiana University
Peer Pressure Reversal: An Adult Guide to Developing a Responsible Child	Sharon Scott
Playing Smart	Susan K. Perry
Positive Discipline for Preschoolers	Jane Nelsen, Cheryl Erwin, Roslyn Duffy
Pre-Job Skills	The Home & School Institute
Prime Time Together . . . With Kids	Discovery Toys
Problem Solving: Levels 1 & 2	New Readers Press
Problem-Solving Techniques in Childrearing	Myrna Shure & George Spivack
Proper Behavior on the Job	The Home & School Institute
Read to Discover	Chrysler Learning Connection Program
Read to Me	Idaho Literacy Project
Read to Me: Raising Kids Who Love to Read	Bernice Cullinan
Reading & Study Skills at Home (w/handbook)	Linda Crosswhite
Reading to Your Children (w/handbook	Linda Crosswhite
Role Models: Levels 1 & 2	New Readers Press
Self-Esteem: A Family Affair	Jean Illsley Clarke
Sharing Sex Information with Children	American Guidance Service, Inc.
Showing You Care: Levels 1 & 2	New Readers Press

Appendix B—Sample FRC Parent Resource Materials (cont.)

Name	Author or Publisher
Smart Start for Parents: Grades 3–5	Louise Orlando
So . . . Why Aren't You Perfect Yet for $4.95?!	Michael Popkin
Sometimes It's O.K. to Be Angry	Dr. Mitch Golant & Bob Crane
Special Solutions	Parent-School Partnership Project
Step-Parenting: A Complete Guide	Jeannette Lofas w/Dawn B. Sova
Stick Up for Yourself	Gershen Kaufman
Straight Talk About School	NASSP
Stranger Dangers: Parent's Guide	Capstone Entertainment
Stress and the Healthy Family	Dolores Curran
Supporting Your Beginning Reader (w/handbook)	Linda Crosswhite
Survival Guide for Busy Parents	Parent-School Partnership Project
Surviving Sibling Rivalry	Lee Canter & Associates
Tantrums and Tempers	Dr. John Pearce
Teaching Kids to Love the Earth	Marina Lachecki Herman
Teaching Peace: How to Raise Children to Live in Harmony	Jan Arrow
The ABC's of Teaching the ABC's	Dr. Jeanne Mattick
"The Answer Is NO" : Saying It & Sticking to It	Cynthia Whitham
The Divorce Workbook: A Guide for Kids & Families	S. Ives, D. Fassler, M. Lash
The Family: Learning to Develop Language Skills	Milton Bradley
The Grieving Child	Helen Fitzgerald
The Little Things Make a Big Difference	Creative Street, Inc.
The Lovables in the Kingdom of Self-Esteem	Diane Loomas
The Magic Within	Mary Lee Zawadski
The NEW Read-Aloud Handbook	Jim Trelease
The Parents Handbook	Don Drinkmeyer & Gary McKay
The Power of Choice: Self-Esteem	Live Wire Video Publishers
The Safe, Self-Confident Child	New Readers Press
The Shy Child	Philip Zimbardo
The Winning Family: Increasing Self-Esteem in Your Children and Yourself	Dr. Louise Hart
Thinking on the Job	The Home & School Institute
Time for You & Time for Your Child	Deborah Schmid
Too Smart for Trouble	Sharon Scott
Traits of a Healthy Family	Dolores Curran
Up from Under-Achievement	Diane Heacox

Name	Author or Publisher
Using Role Reversal with Children	American Guidance Service, Inc.
What Kids Wish Parents Knew About Parenting	Joe White
What to Do When Your Child Needs to Study	Lee Canter & Associates
What to Do When Your Child Won't Behave	Lee Canter & Associates
What to Do When Your Child Hates to Read!	Lee Canter & Associates
What Works: Schools Without Drugs	U.S. Department of Education
What's a Virus, Anyway?	Fassler and McQueen
When You Are a Single Parent	Robert C. DiGuillo
Why Won't You Behave?	J. Myers-Walls
Winning the Chores Wars	Lee Canter & Associates
With Love & Wisdom: A Parenting Program	Discover Toys
Working Mother	Lang Communications
You Can Choose!—Saying No	Live Wire Video Publishers
You Can Count on Me: Building Character	Sunburst Communications
Your Child from 1 to 12	U.S. Government Report
Your Five-Year Old: Sunny and Serene	Louise Bates Ames/Frances Ilg
Your Home Is a Learning Place	Pamela Weinberg
Your Kids and Drinking	Seagram & Sons, Inc.

Publishers of Parent Resource Materials

Active Parenting Publishers
810 Franklin Ct., Ste. B
Marietta, GA 30067
Phone: 1 (800) 825-0060 FAX: (770) 429-0334

Child Management, Inc.
800 Roosevelt
Glen Ellyn, IL 60137
Phone: 1 (800) 442-4453

Cline-Fay, Inc.
2207 Jackson St.
Golden, CO 80401-2317
Phone: 1 (800) 338-4065

ERIC/EDINFO Press
Indiana University
P.O. Box 5953
Bloomington, IN 47407
Phone: 1 (800) 925-7853 FAX: 1 (812) 331-2776

Gordon Systems, Inc. & GSI Publications, Inc.
P.O. Box 746
DeWitt, NY 13214-0746
Phone: (315) 446-4849 FAX: (315) 446-2012

Help Me Be Good
Grolier Enterprises Corp.
Old Sherman Turnpike
Danbury, CT 06816
Phone: (203) 797-3500

Helping You—Helping Children
Lee Canter & Associates
P.O. Box 2113, Dept. M6
Santa Monica, CA 90407-2113
Phone: 1 (800) 262-4347

Home and School Institute
MegaSkills Education Center
1500 Massachusetts Avenue, NW
Washington, DC 20005
Phone: (202) 466-3633

Leadership for Learning
American Association of School Administrators
1801 North Moore Street
Arlington, VA 22209
Phone: (703) 528-0700

New Readers Press
Dept. 140, P.O. Box 888
Syracuse, NY 13210-0888
Phone: 1 (800) 448-8878

Responsive Parenting
AGS American Guidance Service, Inc.
4201 Woodland Road
Circle Pines, MN 55014-1796
Phone: (612) 786-4343
Toll Free: 1 (800) 238-2560

The Parent Institute
P.O. Box 7474
Fairfax Station, VA 22039-7474
Phone: 1 (800) 756-5525

21st Century Learning Corp.
625 Third St.
San Francisco, CA 94107
Phone: 1 (800) 538-7532

U.S. Dept. of Education
600 Independence Ave. S.W.
Washington, DC 20202
Phone: 1 (800) 624-0100